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ABSTRACT

Five model projects for providing continuing education opportunities to teacher educators in special education are presented. Background for the development of Project RETOOL includes a 10 step outline of the process. Implementation was designed in three phases: needs assessment of current special education teacher educators, development of various models by institutions of higher education and state education agencies, and implementation of the models for providing inservice to target personnel on a state wide level. A list of the advisory committee and the faculty interview instrument are appended. The five state models (California, Kentucky, Massachusetts, Missouri, and North Carolina) are provided in the following sections. Each section explains the components of its plan, including history, planning and implementation of conferences etc., delivery and content of programs, and conclusions, observations, and recommendations. Among appendixes for the sections are assessment instruments, committee reports, workshop evaluation instruments, and forms. A brief followup report concludes that surveyed participants found the various programs to be highly effective in meeting the education needs of inservice teacher educators. (PHR)

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PROJECT RETOOL:
Continuing Education for Teacher Educators in Special Education

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University, Alabama

1979

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PREFACE

Project RETOOL represented an attempt by the Teacher Education Division of the Council for Exceptional Children to directly confront a very serious problem. This problem concerned the continuing education of practicing teacher educators in special education, especially those who have already attained doctorates. Unlike other persons in the field of education, most college or university faculty members are not required to have in-service in order to retain their positions. Further, few opportunities are readily available to them, other than through attendance at conferences and/or conventions, to upgrade their knowledges and skills. There are indications that many doctoral level faculty members have never enrolled in a formal course or sequence of learning after the receipt of their doctorates. They are generally destined to acquire new knowledge on their own via the literature, peer and collegial interaction, in-field or related conferences, workshops or conventions, and experiential accumulation.

The problem just cited is even more critical in special education. Not only does it apply equally in terms of the lack of sustained improvement of personnel but is complicated by persons teaching outside of their area of greatest expertise. The need for systematized in-service education for teacher educators in special education at all levels is a qualitative imperative. The quality of personnel preparation is certainly at risk when those persons preparing the teachers are working at less than their maximal skill level. Too, the knowledge explosion and changing technology requires constant updating by all educators to keep current regarding educational trends and issues. Under the circumstances prevailing in the field today, the seemingly only way students can assure themselves of the latest knowledge is to have an instructor who has just received his or her doctorate.

Project RETOOL recognized the need for providing continuing education opportunities to teacher educators in special education. Its efforts to assess and present models for the alleviation of the cited need represent a major step forward toward the improvement of teacher education efforts in special education. If the axiom, "the performance of the classroom teacher reflects his/her preparation," is accurate, the impetus created by Project RETOOL definitely needs to be sustained.

The models presented in this document reflect the efforts of four institutions of higher education and one state education agency to develop effective approaches for the delivery of continuing education to teacher educators in special education. The uniqueness of each model reflects both philosophical and geographic elements of programming which contribute to a natural diversity for replication purposes. This diversity will enable other institutions of higher education and state education agencies to select the model most appropriate for their needs. No single model will likely be the best for any one institution or agency, but the models presented do provide an opportunity for maximum eclecticism for those sincerely interested in the continued professional development of practicing teacher educators in special education.

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PROJECT OVERVIEW

Project RETOOL was first formulated in New York City during the 1974 annual convention of The Council for Exceptional Children. At that time, the executive committee of the Teacher Education Division (TED) discussed at some length a major concern relating to the need for teacher educators in special education to improve and maintain existing skills and acquire new skills where necessary. The executive committee cited the tremendous effort being directed at the time of their meeting to the rapidly expanding areas such as behavior disorders, learning disabilities, early childhood, and the severe and profoundly handicapped as making major demands upon the skills and capabilities of teacher educators. For many of those teacher educators, the development of the latter areas required a shift of their teacher education efforts into courses not readily accommodated by their own professional development. The executive committee noted that many of the teacher educators in 1974 had received their preparation in the area of mental retardation, but many of these same individuals were being asked to develop courses and supervise in learning disabilities without adequate opportunities to participate in in-service training or other "tooling up" experiences.

In addition, in many teacher preparation institutions, enrollments in regular education were decreasing and enrollments in special education increasing, nonspecial education faculty were being asked to participate in the training of personnel to meet the needs of handicapped children. The faculty member, in these instances, was expected to retrain himself and, in most cases, had to do so with little or no assistance from the institution.

Continuing education for college faculty in special education in 1974, and now, consisted primarily of attendance at conferences and conventions. Few, if any, had received formal training to any significant degree since the receipt of their doctorates. This, coupled with the fact that many of those in teacher education were being asked to teach in areas for which they were not prepared, prompted the executive committee of TED to prepare and submit an application to the Bureau of Education for the Handicapped (BEH) for funding a continuing education effort under its special project program. The primary purpose of the project was to stimulate the development and implementation of models for the delivery of continuing education for teacher education faculty in special education. Drs. Bill Heller of The University of Alabama and Bill Carriker of the University of Virginia were given the responsibility of preparing the application. The University of Alabama was chosen to serve as the fiscal locus for the project, if approved for funding.

Notification was received in the Spring of 1975 by The University of Alabama that the application was approved for funding albeit at a level considerably below that requested. The project was presented to the membership of TED on 22 April 1975 at its annual business meeting during the 1975 CEC convention held in Los Angeles, California. The project was warmly received by those in attendance and full support given for its implementation. An advisory committee was selected to provide leadership for the project and to the project's director, Dr. Bill Heller. The members of the initial advisory committee were:

Mr. Wayne Glenn, Teacher, Severe and Profound Handicapped, Tuscaloosa City Schools, Tuscaloosa, Alabama

Dr. Nickie Berson, Teacher Educator, Kean College, New Jersey

Dr. Susan Shuster, Teacher Educator, Indiana University, Bloomington*

Dr. Kenneth Wyatt, Teacher Educator, Georgia State University, Atlanta*

Dr. Nettie Bartel, Teacher Educator, Temple University, Philadelphia, Pennsylvania*

Mr. Robert Black, Director of Special Education, State of South Carolina, Columbia

Dr. A. C. Blanks, Teacher Educator, Southern University, Baton Rouge, Louisiana

Ms. Debbie Ormay, President, Student CEC Chapter, Clarion State College, Pennsylvania

Dr. Herman Saettler, Project Officer, BEH, Washington, D.C.

*Denotes TED Executive Committee members

The project was planned to go through three phases. Phase 1 (1975-76) was designed to generate and implement a continuing education needs assessment and to develop plans for delivering continuing education according to the expressed needs identified in the needs assessment.

Phase 2 (1976-77) was to implement and evaluate the continuing education models within five selected states.

Phase 3 (1977-78) was to make modifications and revisions in the five state models based on the evaluation of Phase 2. Initially, plans were to replicate several of the models on a regional basis but lack of funds prevented such replication. Too, it was determined that the models could benefit significantly from another year of development before a regional replication of them.

The advisory committee cognizant of the above (and funding parameters) suggested that Project RETOOL be developed systematically in accordance with the following steps.

Step 1. The advisory council noted that the best place to ascertain needs was via an in-depth analysis of teacher educators employed in colleges and universities offering state approved certification programs in special education. However, budget constraints mitigated against a total national effort except by questionnaire. A questionnaire, while broadly disseminated, would have been difficult to construct to ensure maximum clarity and returns are seldom 100% or even as high as 75%. For the purposes of RETOOL, the advisory council wanted to get an in-depth analysis of as many active faculty members as possible and their needs relevant to continuing education. In order to stay within allotted monies, and to circumvent the insufficiencies of a questionnaire survey, the advisory council elected to request proposals from states, in cooperation with SEAs, which would present a procedure to assess all or up to ten (10) programs (depending on a state's number of approved teacher education programs).

Step 2. To accomplish this the nation was divided into five geographic regions by combining together two Federal HEW Regions for each geographic region formed. The five regions and the states thus included were:

Region 1 (HEW 1 and 2)

Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont, / New York, New Jersey, Puerto Rico, Virgin Islands

Region 2 (HEW 3 and 4)

Delaware, Maryland, Pennsylvania, Virginia, West Virginia, District of Columbia, / Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee

Region 3 (HEW 5 and 6)

Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin, / Arkansas, Louisiana, New Mexico, Oklahoma, Texas

Region 4 (HEW 7 and 8)

Iowa, Kansas, Missouri, Nebraska, / Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming

Region 5 (HEW 9 and 10)

Arizona, California, Hawaii, Nevada, / Guam Trust Territory, American Samoa, Alaska, Idaho, Oregon, Washington

Step 3. All of the above states were contacted through their SEAs regarding the need for an in-depth needs analysis of the teacher education faculties in their colleges and universities. They were provided a structured interview scale developed by a subcommittee of the Advisory Council consisting of Dr. Nickie Berson, Dr. Ken Wyatt, and Dr. Susan Shuster. This interview scale was administered to all faculty members in all or up to ten (10) institutions of higher education (IHEs) having approved programs in the three selected states from each region.

Step 4. In addition to the structured interview scale, each SEA was provided a "Mission Prospectus" which contained information relating to how they might apply for a competitive subcontract to conduct the needs analysis and prepare a model capable of remediating the identified continuing education needs. The criteria for responding to the "Mission Prospectus" were developed by the subcommittee mentioned earlier under the chairmanship of Dr. Ken Wyatt. Thus, in order for states and their IHEs to participate and secure funds for the needs analysis and subsequent model development, they had to first meet the "Mission Prospectus" criteria. Specifically, the criteria were:

a. Each applicant must:
   1. Submit a letter of support from the state department;
   2. Submit a list of up to ten institutions within the state who will participate in the needs analysis; and
   3. Indicate one institution that agrees to serve as the fiscal agent.

b. One institution (within the ten or the one to be the fiscal agent) must have a doctoral training program in teacher education (special education).

c. The applicant must include a section describing the rationale for the selection of the institutions that would comprise the sample and a statement as to their location.

d. Each applicant must describe the capabilities of the project director to implement the needs assessment and to develop the preliminary plan of delivery.

All responses were reviewed by the full advisory council acting as a panel. Rules governing conflicts of interest, etc., analogous to those utilized by BEH panels were applied. In addition, the following additional criteria were met:

a. If a single institution were applying, it had to be one with doctoral training capabilities and if the applicant were a consortium, at least one of the institutions involved must have had doctoral capability.

b. Faculty to be interviewed in the needs assessment were restricted to those in full-time positions, though not necessarily tenured.

c. Descriptions of the project and application forms were distributed by the Project Director by a mailing using a BEH list of eligible institutions.

Step 5. The three states or applicants selected to conduct the needs assessment based upon their rationale and assurances of support were awarded small allocations to offset assessment costs. Upon completion of this task, each submitted their data to the advisory council. These reports synthesized the data by delimiting essential personnel needs and also, if the applicant were interested, included a continuing education model designed to respond to the identified needs.

Step 6. The advisory council reviewed all of these reports and the proposed models to relate them to the findings of the task analysis. The council next selected one applicant from each region to receive an award of $3,500 for use in developing its model in greater detail. When this final model was fully developed and accepted by the advisory council, it was approved for operation during the second year of the project.

All states were provided an opportunity to apply within a given geographic region with the major contact being through the SEA. Each state responding, however, could pursue development of its response as it chose to do so.

For example, State X could request that all IHEs prepare a response to the "Mission Prospectus" and that the IHEs select the best from among these to forward on to the advisory council for consideration in the competition to receive a subcontract. State Z however, may have decided among its IHEs one to develop a response and submit it as its entry in the competition. A variety of possibilities were evident, and it was anticipated that a number of unique approaches (models) would be formulated.

The following sequence depicts the process used to initiate the models and the overall sequence for Project RETOOL (see Figure 1).

Step 7. Each selected regional model was provided an opportunity to make operative its continuing education system (model) during the second project year. Subcontracts were entered into with each model based upon the nature of its request, scope of program, evaluation design, and staff. These requests were reviewed by the advisory council in accordance with the degree to which each maintained integrity with their own model objectives, the identified needs of active faculty for continuing and/or reeducation, and cost effectiveness.

Step 8. Each operational model was evaluated both via its own internalized and established evaluational system as well as by the members of the advisory council and/or consultants whom the latter employed. This step was essential in that the third year was initially envisioned as one for regional replication and effective, cost-efficient models were the desired goal. Evaluation was stressed to ensure that any and all replications of a given model were subject to, and met, the most stringent criteria established by the advisory council for the project. To be effective, continuing education for active teacher educators must improve and/or change instructional content, skills, and style.

Step 9. Regional replication of models judged to be effective and economically efficient as outlined above was to occur during year three. However, it was determined that an additional year of refinement

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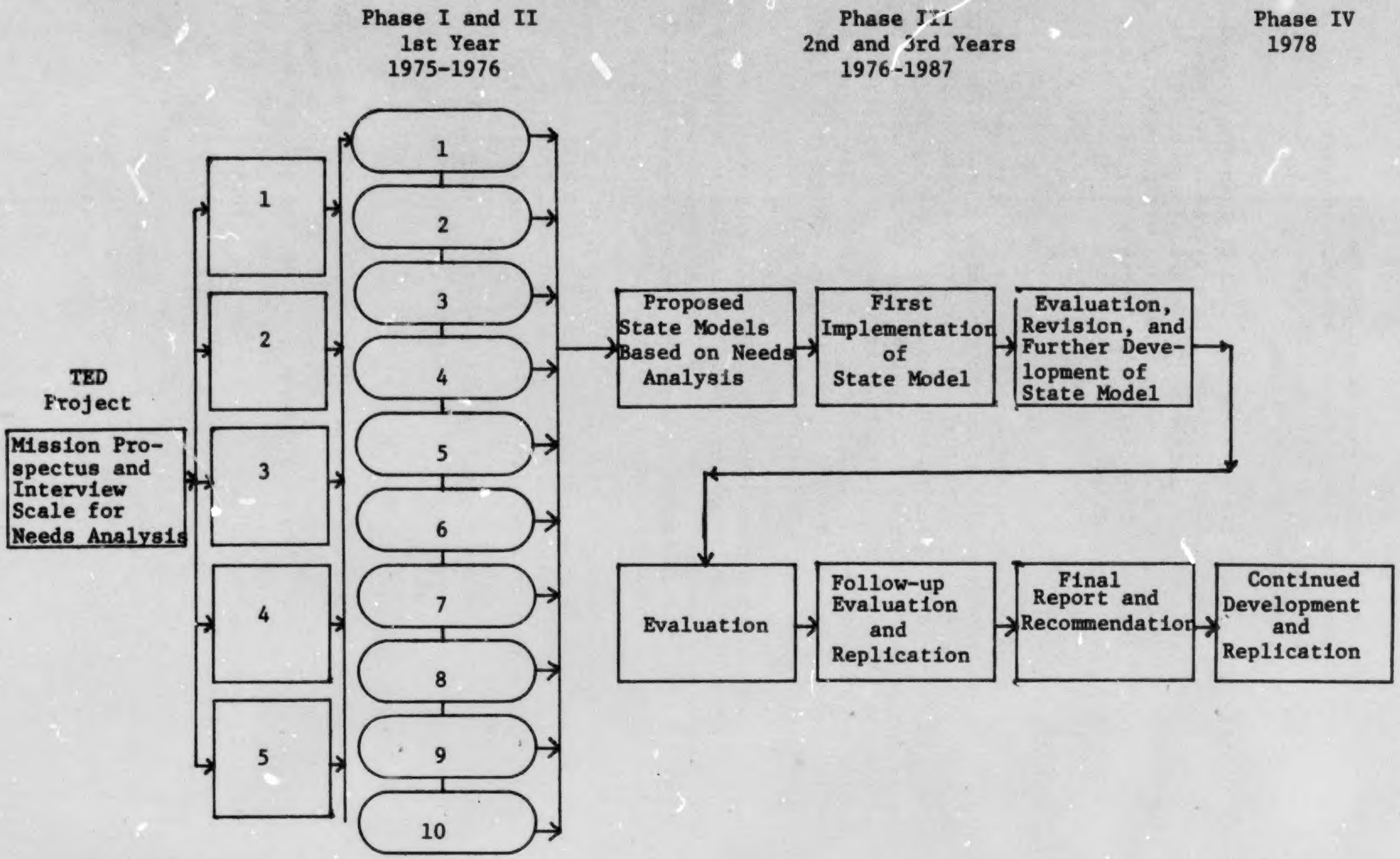
Phase I and II
1st Year
1975-1976
Phase III
2nd and 3rd Years
1976-1987
Phase IV
1978
TED
Project
Mission Prospectus and Interview Scale for Needs Analysis
1
2
3
4
5
1
2
3
4
5
6
7
8
9
10
Proposed State Models Based on Needs Analysis
First Implementation of State Model
Evaluation, Revision, and Further Development of State Model
Evaluation
Follow-up Evaluation and Replication
Final Report and Recommendation
Continued Development and Replication

Figure 1. Proposed flow sequence for Project RETOOL.

for the models was necessary instead. Monies requested for year three were dependent upon the model, its evaluation, and degree of need for modification or revision.

Step 10. In-depth evaluations were conducted during both the second and third years. In addition, a follow-up evaluation relative to the residual aspects of the project on programs and students was planned for implementation during the fourth year, if funding were available.

Summation

The above outline presents what the advisory council considered to be the most appropriate and effective approach for meeting the goals of Project RETOOL and the needs of active teacher educators in special education. Maximization of monies was possible via this approach as well as the creation of a climate wherein IHEs could become involved in each of five regions to develop models which they felt more apropos to their respective needs. This broadened the base of involvement and participation and helped ensure a more representative and responsive model.

The above procedure maintained internal consistency throughout by the active involvement of the advisory council. Their review and monitoring of each model and the needs analysis assured a high degree of integrity throughout the project's duration in realistic context with its established goals and objectives.

Given the preceding material for a background, the project's needs assessment findings and the five state models will next be presented. Each model utilized the needs assessment data in the way it felt most appropriate and efficacious. Thus, while the needs assessment represents a distillation of all states, the models may reflect more specifically the needs identified by the special education personnel in their respective states.

Needs Assessment

Project RETOOL was designed to be implemented in three phases. Phase I was a needs assessment of current special education teacher educators. Phase II was the development of various models by Institutions of Higher Education (IHEs) and State Education Agencies (SEAs) to meet the needs identified in Phase I. Phase III was the actual implementation of the models for providing in-service to special education teacher education personnel on state-wide levels and involved a repetition of Phase II by each project in order for them to refine models and incorporate modifications when necessary prior to replication. Evaluation, while an integral component of all models, occurred most comprehensively during Phases II and III.

Phase I involved conducting a representative needs assessment across the nation to ascertain from current teacher educators in special education what they perceived their areas of weakness to be and how these weaknesses might best be ameliorated or remediated. An advisory committee was selected to serve in a major way as a leadership group for the project (see Appendix A). The latter suggested a procedure requesting a competition from colleges and universities within given states to do a needs assessment of the faculty in special education in all or up to ten (10) colleges and universities (depending on a state's number of approved special education teacher preparation programs), using a structured interview scale (see Appendix B) developed by the advisory committee as a guide. State education agencies (SEAs) and institutions of higher education having special education programs were notified. Forty of the latter indicated an interest and of the latter, programs in fourteen states were selected to conduct the needs assessment. Each program was given $1,500 to conduct its assessment. The fourteen states that were canvassed in Phase I were: Alabama, California, Colorado, Connecticut, Georgia, Kansas, Kentucky, Massachusetts, Missouri, Nebraska, New Jersey, New York, North Carolina, and Virginia.

Each program submitted their findings during the Summer 1976. The results of the needs assessment determined directionality for the next phase of Project RETOOL.

The results from each Phase I state-wide assessment were analyzed to determine the extent to which teacher educators in special education were or were not in need of continuing education. These results are presented in a table format with a brief discussion in instances where a highlighting of certain results is warranted. A more complete discussion of the results follows the tabular presentations. The following tables are presented:

Table 1 Faculty Wishing to Participate in Project RETOOL

Table 2 Academic Rank of Faculty

Table 3 Type of Positions of Faculty

Table 4 Academic Preparation of Surveyed Special Education Teacher-Education Faculties

Table 5 Years of University or College Special Education Service

Table 6 Types of Certification Held by Respondents

Table 7 Years of Experience with Exceptional Individuals

Table 8	Types of Exceptional Children Served in Teaching and Related Experiences
Table 9	Courses Taught by Faculty
Table 10	Faculty Summation on NEED v. NO NEED of Additional Training
Table 11	Reasons for Additional Training Given by Faculty
Table 12	Areas of New Training That Would Be Most Helpful
Table 13	Models of Training Desired by Faculty
Table 14	Factors That Would Facilitate Participation
Table 15	Factors That Would Limit Participation

As stated earlier, these tables reflect the feelings of teacher educators in special education from fourteen states. Within these fourteen states, 105 different university and/or college special education faculties were interviewed utilizing a standardized interview scale. Four hundred and seventy-four completed interview scales were submitted by the Phase I participants. It was not possible to determine how many other individual faculty members did not complete or return their interview scales since only those submitted from the participating programs were acceptable and utilized in completing the analysis. Results from the interview scale were dichotomized in terms of doctoral and nondoctoral level faculty in order to allow a comparison of the two faculties in terms of background, weaknesses reported, teaching loads, and areas of interest in regard to retraining. Among the 474 respondents, 337 held either the PhD or EdD and 137 were baccalaureate or master's degree recipients.

Due to the length of the interview scale, the number of respondents, and lack of standardization in the scales administration, no statistical analysis was attempted. Instead, the results were tallied and raw scores, percentages, and responses recorded.

Discussion

Faculty Wishing to Participate in RETOOL

A total of 474 faculty members who were teacher educators in special education returned their interview scales. Of this number, 74.8% (355) indicated that they would like to have an opportunity to participate in Project RETOOL. Table 13 presents the types (range) of involvements desired by the 355 interested faculty. This total represents 76.2% of the faculty holding a doctorate and 71.5% of the faculty holding a degree other than the PhD or EdD.

The high response is encouraging as it indicates that the current special education teacher-educators realize the need of keeping abreast of current developments in their area and are willing to attend some type of retraining program to accomplish this goal.

Table 1

Faculty Wishing to Participate in RETOOL

	Doctorate	Without Doctorate	Total
Total Faculty Responding	337	137	474
Total Faculty Wishing to Participate	257	98	355

Academic Ranks of Faculty

Three hundred and seventy-one faculty completed this item of the scale. The largest group of faculty was at the Assistant Professor level (39.4%), followed by Associate Professors (24.5%), Professors (17.0%), Instructors (14.8%), and Lecturers (4.3%). The academic ranks of the missing 105 respondents were not available. A plausible hypothesis is that these individuals may have left this topic blank because their appointments were administrative, supervisory, nonacademic, or temporary.

Table 2

Academic Rank of Respondents

	Doctorate	Without Doctorate
Professor	62	1
Associate Professor	88	3
Assistant Professor	105	41
Instructor	3	52
Lecturers	5	11
TOTAL	263	108

Types of Positions of Faculty

The academic positions held by the faculty varied greatly. There were 26 different types of positions mentioned among the 474 faculty analyzed. The traditional special education administrative and academic positions comprised the bulk of their responses. However, special education faculty were found in an array of usual and unusual ancillary service-related positions. These ranged from those in elementary education (usual) to one in urban education (unusual).

Table 3

Types of Positions of Respondents

	Doctorate	Without Doctorate
Chairman	41	1
Program Coordinator	25	3
Supervisor, Student Teaching	5	3
Habilitation Specialist	3	2
Teacher-Trainer	9	9
Behavioral Disorders Faculty	4	1
Multiple Disorders Faculty	3	0
Mental Retardation Faculty	4	1
Communication Disorders Faculty	7	3
Learning Disabilities Faculty	4	2
Camping for the Handicapped	0	1
Special Education Administration Faculty	2	0
Clinic Supervisors	1	5
Reading Faculty	1	0
Dean's Project Coordinator	1	0
Program Development Specialist	1	0
Consortium Director	1	0
Visual Handicap Faculty	2	1
Demonstration Teacher	0	6
Early Childhood Faculty	1	0
Elementary Education Faculty	2	0
Graduate Project Coordinator	3	1
Psychology Faculty	0	1
Diagnostic Faculty	0	1
Special Needs Project	0	1
Urban Education Faculty	0	1

Academic Preparation of Surveyed Special Education Teacher-Education Faculties

Table 4 indicates that, at the time of the needs assessment, 59.8% (201) of the doctoral level and 62.7% (86) of the nondoctoral level teacher educators in special education had some type special education preparation. These two populations comprise 60.5% (287) of all the faculty persons surveyed. The remainder of those involved in special education teacher preparation, 39.5% (187) had their academic training in 38 related or unrelated areas.

Table 4

Academic Preparation of Surveyed Special Education Teacher-Education Faculties

Academic Preparation	Doctorate	Nondoctorate	Total
Special Education (Generic)	129	44	173
Special Education Administration	7	3	10
Mental Retardation	5	7	12
Learning Disabilities	7	6	13
Behavioral Disorders	3	0	3
Multihandicapped	1	0	1
Special Education Research	3	0	3
Speech Pathology	29	18	47
Communication Disorders	2	0	2
Deaf	1	3	4
Audiology	14	5	19
Language Pathology	1	0	1
Experimental Phonics	1	0	1
Elementary Education	7	6	13
Secondary Education	2	2	4
Reading	5	4	9
Educational Sociology	2	0	2
Measurement and Evaluation	3	0	3
Early Childhood	2	3	5
Educational Analyst	1	0	1
Child Development	1	1	2
General Education	11	9	20
Human Development	1	1	2
Curriculum and Instruction	8	1	9
General Administration	9	1	10
Elementary Administration	6	2	8
Supervision	5	0	5
Human Growth	1	0	1
Humanities	1	0	1
Psychology	9	3	12
Educational Psychology	24	2	26
School Psychology	5	0	5
Child Psychology	1	0	1
Experimental Psychology	1	0	1
Developmental Psychology	4	0	4
Psychotherapy	0	1	1
Clinical Psychology	6	0	6
Psychometrics	1	0	1

Table 4 (Continued)

Academic Preparation	Doctorate	Nondoctorate	Total
Guidance and Counseling	10	8	18
Rehabilitation Counseling	1	2	3
Rehabilitation Nursing	1	2	3
Music Education	1	0	1
Conservation Education	0	1	1
History	0	1	1
Media	2	0	2
Philosophy	1	0	1
Pastoral Care	1	0	1
Physical Education	1	0	1
Political Science	0	1	1
TOTAL	337	137	474

Years of University or College Special Education Service

Employment durations within a university or college situation ranged from one year to 39 years with a mean of 9 years of active service. The majority of the faculty who responded to the interview scale had been in an academic setting between 6 and 10 years (33.6%). Slightly more than 75% (75.5%) of the faculty members surveyed had been in their positions for 10 years or less. Based on the information gathered by the Phase I programs, it was apparent that most teacher educators in special education were in their 30s and 40s and had not been too far removed from the completion of their most recent graduate degree.

The preceding finding is very interesting in light of the results depicted in Table 1. According to the latter, approximately 75% of all the faculty surveyed were interested in participating in the training programs when and if they could be developed by Project RETOOL. This has two possible explanations. First, it may well be that even though faculty members have not been away from formal training for protracted periods of time, they are nevertheless interested in continuing their own education. Secondly, it may very well mean that our programs failed to give them the skills necessary to effectively perform in a teacher educator role. Either seems equally plausible in view of the survey results.

Table 5

Years of University or College Special Education Service

	1-2	3-5	6-10	11-15	16-20	21+
Doctoral	30	50	83	52	8	16
Other	35	36	38	8	3	1

Types of Certification Held by Faculty

As can be seen by this table, the majority of the faculty held a primary certification in either regular education (N=278) or mental retardation (N=213). The 474 faculty who responded held among them certification in 17 primary areas of study and 32 secondary areas of study.

Table 6

Types of Certification Held by Faculty

	Doctorate	Without Doctorate
Regular Education	195	83
General Special Education	69	30
Mental Retardation	180	33
Learning Disabilities	55	19
Emotional Disturbance	42	16
Speech	27	19
Deaf and Hard of Hearing	21	12
Gifted	4	
Physical Handicap	12	0
Visual Impairment	9	4
Multihandicapped	4	0
Communications	1	0
Reading	4	0
Audiology	3	0
School Psychology	35	11
Severely Handicapped	2	0
Administration	4	3
Additional Certifications		
Special Education Administration	18	5
Guidance Counselor	5	3
Superintendent of School	1	0
Clinical Psychology	2	1
Physical Education	2	0
Remedial Reading	4	1
ASHA CCC in Speech and Hearing	14	4
ASHA Audiology	0	1
State Board Certification Audiometry	1	0
State Board Certification Hearing	3	4
Speech Arts	0	0
Psychology	20	0
Psychometrist	7	0
Clinical Competency Certificate Speech Pathologist	12	7
Reading Specialist	4	3
Education Principal (Elementary)	3	1

Table 6 (Continued)

	Doctorate	Without Doctorate
Certification in Language	0	1
Deaf	1	2
Individual Intelligence Testing	1	2
Hearing Conservation	2	0
Audiology	6	2
Supervisor	7	4
Pupil Personnel	0	1
Audiometrist	1	0
Vocational Education	1	2
Music Therapist	2	0
Canadian Teacher Certification	1	0
Experimental Psychology	3	3
Registered Nurse	0	2
Rehabilitation Counselor	1	1
Clinical Speech	1	0
Orientation and Mobility	1	0

Years of Experience with Exceptional Children

The most important result reflected by this table is that 18.7% of the surveyed teacher educators in special education did not show any direct experience(s) with exceptional children. Additionally, 21.3% indicated only one or two years' experience with exceptional children. Distressingly, this indicates that approximately 40% of those faculty members interviewed had two years' or less experience with exceptional individuals. When one relates this to need, it is understandable why additional training is desired. The issue of teaching experience becomes of paramount importance for those faculty with no experience, especially in light of these positions as teacher educators in special education. The experiential deficit was a factor of concern to the faculty because the majority of those with two or less years of experience with exceptional children indicated a primary willingness to participate in the retraining programs.

The above probably reflect historically as well because the opportunities for experience were not readily available until the early and late sixties. Too, the retreading phenomenon was not strictly confined to the public school classrooms but operated at higher education levels as well.

Table 7

Years of Experience with Exceptional Children

	None	1-2	3-5	6-10	11-15	16-20	21+
Doctoral	41	38	68	45	13	5	4
Other	18	29	25	25	2	1	1

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Types of Exceptional Children Served in Teaching and Related Experiences

This table is self-explanatory. The majority of experiences by the surveyed teacher educators was with the mentally retarded. Learning disabilities, emotional disturbance, physically handicapped, speech and hearing, multihandicapped, gifted, vision, and language impairment follow in order of exposure and experience by those faculty responding.

Table 8

Types of Exceptional Children Served in Teaching and Related Experiences

	Doctorate	Without Doctorate
Mentally Retarded	137	59
Emotionally Disturbed	70	26
Learning Disabled	75	34
Physically Handicapped	49	12
Multihandicapped	25	13
Speech Handicapped	43	18
Gifted	13	5
Hearing Impairment & Deaf	30	11
Brain Damaged	20	8
All Handicaps	9	1
Reading Problems	4	0
Autistic	4	0
Visually Impaired	13	5
Economically Deprived	3	3
Language Impaired	11	7
Minority	1	0
Cerebral Palsied	3	1
Preschool	0	1
Diabetic	1	0
Sensory Impaired	0	1
Juvenile Delinquent	1	0

Courses Taught

The population surveyed (474 in number) taught 301 different courses across various categorical areas. This number, 301, cannot and should not be interpreted as an absolute; however, since course titles vary from university to university and college to college, it was virtually impossible to accurately determine the exact number of different courses taught in the special education programs represented by faculty surveyed.

Table 9

Courses Taught

Key: MR = Mental Retardation or Mentally Retarded
EMR = Educable Mentally Retarded
TMR = Trainable Mentally Retarded
LD = Learning Disabilities
ED = Emotionally Disturbed
BD = Brain Damage
PH = Physically Handicapped

	Doctorate	Without Doctorate
Introduction to Exceptional Education	243	55
Introduction to MR	27	18
Problems in MR	3	1
Special Physical Education for ED and MR	1	0
Teaching the TMR Child	0	1
Speech and Language Development MR	2	0
MR	9	2
Seminar in MR	2	0
Psychology MR	7	0
Teaching EMR	1	0
Methods of MR	15	2
Severe/Profound MR	2	0
Teaching Reading to EMR	2	0
Teaching MR	1	2
Education of the MR	1	0
Curriculum Problems of the MR	5	0
Readings in MR	2	0
TMR	1	0
Communication Problems of the MR	1	0
Vocational Programs for the MR	4	0
Teaching and Methods	1	0
Nature of MR	22	11
Educational and Social Problems of MR	1	0
Physical Problems of the MR	1	0
Training the TMR	1	0
Programs for the MR	1	0
Supervision of the MR	1	0
EMR Curriculum	4	2
TMR Curriculum	2	0
Language Arts for the MR	1	1
Methods and Materials for the EMR	1	1
Characteristics of the MR	4	1
Procedures EMR	1	0
Procedures TMR	0	1

Table 9 (continued)

	Doctorate	Without Doctorate
Severe and Profound MR	1	2
Introduction to Children with LD	4	8
Research in LD	1	0
Diagnosis and Remediation LD	7	2
Methods LD	10	4
LD	15	0
Introduction to LD	17	6
Psychology of LD	1	0
Seminar in LD	2	0
Nature of LD	4	0
Issues in LD	2	0
Education of the LD	1	0
Children with LD	1	0
Children with LD and ED	3	0
Characteristics of the LD	8	1
LD of Disadvantages	1	0
Teaching of Secondary LD	1	0
Teaching LD	1	0
LD Overview	1	2
Understanding LD	1	0
Introduction to Emotional and Social Disturbance	8	9
Disadvantaged Maladjusted	0	0
Severe ED	1	0
ED Diagnosis and Measurement ED	3	0
ED	4	0
Methods in ED	2	0
Introduction to ED	2	0
Psychology ED	1	0
Teaching ED Children	1	0
Education of Children with BD	1	0
Methods with BD Children	1	1
BD	3	0
BD in Children	3	1
Theories of BD	1	0
Nature of BD	1	0
Teaching the BD Child	0	1
Introduction to BD	2	0
Critique of Literature (BD)	1	0
Preschool Handicapped	1	2
Teaching Mildly Handicapped in Regular Classes	1	0
Recreation for Handicapped Children	0	1
Community Service Programs for the Handicapped	2	0
Psychology of the PH	1	0
Neurological Handicaps	2	0
Psychological and Educational Assessment of the PH	1	0

Table 9 (Continued)

	Doctorate	Without Doctorate
Programmed Learning PH	1	0
Educating the Severely PH	1	0
Neurological Motor Special Children Disabilities	1	0
Brain Damage and Behavior	1	0
Methods for the PH	1	0
PH	7	0
Strategies of Teaching the Gifted	1	0
Seminar for the Gifted	2	0
Nature and Needs Gifted	5	0
Procedures in Teaching the Gifted	2	0
Education of the Gifted	1	0
Psychology of the Gifted and Talented	1	0
Gifted	5	0
Gifted Education	2	0
Reading for Gifted	1	0
Teaching the Gifted	1	0
Education of Multihandicapped Children	1	0
Residual Vision	1	0
Communication Problems of the Visually Handicapped	0	0
Visually Handicapped	2	0
Braille	2	1
Problems in Education of the Visually Handicapped	1	3
Education of the Blind	1	1
Introduction to Speech and Hearing Science	7	2
Aural Rehabilitation	1	1
Clinical Audiology	1	0
Seminar in Hearing Disabilities	1	0
Audiological Training for Deaf	3	2
Audiology Rehabilitation	0	1
Teaching Language Arts to the Deaf	0	1
Audiology	11	3
Hearing Testing	1	0
Lip Reading	1	0
Basic Audiology	2	0
Hearing Conservation	1	0
Readings in Audiology	1	0
Experience in Audiology	0	0
Management of Hearing Impaired Adults	1	0
Descriptive Programs (Hearing)	1	0
Hearing Aids	1	1
Functional Disorders of Speech	1	0

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Table 9 (Continued)

	Doctorate	Without Doctorate
Hearing Therapy	1	0
Education of the Deaf	3	0
Speech Development of the Deaf	1	0
Language Development for the Deaf	1	0
Teaching Academic Subjects to the Deaf	1	0
Auditory Problems	1	0
Anatomy of Speech and Hearing Mechanisms	3	2
Hearing Research in Education	1	0
Pediatric Audiology	0	1
Rehabilitation Pediatric Audiology	0	1
Speech for Hearing Impaired	1	1
Language for the Hearing Impaired	0	1
Aphasia	4	1
Seminar in Stuttering	1	0
Speech Practicum	2	0
Speech and Language Problems of Exceptional Children	4	1
Speech Reading	1	0
Seminar in Voice	1	0
Introduction to Communication Disorders	1	2
Articulation	5	2
Language Disabilities	6	0
Anatomy and Physiology of Speech	2	0
Methods of Speech Correction	1	0
Speech	3	0
Language	8	1
Voice Improvement	1	0
Speech Laboratory	1	0
Therapeutic Techniques of Teaching the Dysphasic	1	0
Dynamics of Communication Development	1	0
Sensory and Motor Abilities	2	0
Introduction to Speech Correction	3	2
Acoustics and Speech	0	1
Speech and Audiometry	0	1
Seminar in Speech Pathology	1	0
Advanced Speech Problems	1	0
Normal Language Acquisition	0	1
Advanced Articulation Problems	0	1
Rhythm Problems in Speech	0	1
Clinical and Secondary Reading	2	0
Analysis and Correction of Reading Disabilities	1	0

Table 9 (Continued)

	Doctorate	Without Doctorate
Remedial Reading	2	3
Directed Reading in Special Education	2	2
Language Arts for Exceptional Children	0	1
Remediation of Reading Practicum	1	0
Diagnosis of Reading Disabilities	0	1
Reading Special Education	2	0
Diagnosis or Assessment of Special Education	41	15
Individual Tests (WISC/WAIS)	1	1
Psychological and Diagnostic Techniques	1	0
Diagnostic and Corrective Teaching	0	1
Individual Intelligence Tests	0	1
Measurement Teachniques for the Severely Handicapped	0	1
Direct Teaching of the Severely Handicapped	0	1
Educational and Diagnostic Prescription	17	4
Introduction to Measurement	1	0
Analysis of Disorders	1	0
Measurement and Evaluation	9	3
Curriculum Principles in Special Education	25	15
Materials and Methods of Special Education	34	15
Techniques of Teaching Exceptional Children	1	1
Foundations of Special Education	4	0
Appraisal Techniques	2	0
Advanced Techniques of Curriculum Design with Exceptional Chidren	0	1
Curriculum of the Severely Handicapped	0	1
Teaching Exceptional Children	1	0
Psychology for Exceptional Children	37	16
Classroom Management and Behavior Modification	20	10
Parent-Teacher Relationships	0	1
Introduction to Special Education	45	7
Occupational and Vocational Information	1	0
Exceptional Children	31	5
Trends in Special Education	7	0

Table 9 (Continued)

	Doctorate	Without Doctorate
Music and Arts with Exceptional Children	0	1
Physical Education for Exceptional Children	1	0
Nature and Needs of Exceptional Children	3	0
Clinical Observation and Participation with Exceptional Children	1	0
Design of Programs for Exceptional Children	1	0
Problems of Exceptional Children	3	0
Educational Implications for Exceptional Chidren	1	0
Modern Trends in Exceptional Child Education	1	0
Arts in Special Education	2	0
Deviant Behavior	1	0
Generic Course in Special Education	2	0
Educational Psychology of Special Children	1	0
Special Education Recreation	1	0
Readings in Special Education	0	1
Orientation to Special Education	1	1
Rehabilitation	4	0
Mainstreaming	2	3
Exceptional Children in Regular Classrooms	3	0

Respondents'Summation on NEED v. NO NEED of Additional Training

The results of the survey indicated a high interest on the part of faculty to acquire additional training, either in their area or expertise or in a related area. Table 12 presents those areas of retraining requested by the respondents. The fact that 92.2% of the teacher educators in special education contacted expressed a desire for additional training was deemed critical and strongly supportive of Project RETOOL. The results indicated that the faculty surveyed were not satisfied to either rest or rely solely on their previous training and/or experiences. Instead, most felt that their area of expertise had changed which warranted the retraining or updating of themselves. It also indicated that special education, like any other profession, is constantly changing and required professionals in special education to be cognizant of this, thus understanding the importance of remaining current in their knowledge base. The survey data reveals one major conclusion, which is very heartening. The teacher educators

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in special education wants to present their students accurate and current information in order to best prepare them as special education teachers.

Table 10

Faculty Summation on NEED v. NO NEED of Additional Training

	Doctorate	Without Doctorate
Need	257	111
No Need	20	11

Reasons for Additional Training Given by Faculty

The survey ascertained the primary reasons for securing additional training as noted in Table 11. In addition to the latter, the faculty listed 22 secondary reasons in support of their need for retraining.

The primary reason indicated by the faculty was to acquire knowledge in a new area. Following the latter reason was the need to update their knowledge in their respective areas of expertise. To acquire information in an area of weakness was ranked third as a reason by the faculty.

Table 11

Reasons for Additional Training Given by Faculty

	Doctorate	Without Doctorate
Update Knowledge in Area of Expertise	165	85
Respond to Perceived Community Needs	85	30
Gain Knowledge in Area of Weakness	155	70
Gain Knowledge in New Area	206	98
Cross Cultural Information	1	0
Neurology and Linguistics	1	1
New Research Findings	3	2
Methodology	1	0
Computer Usage	1	0
New Developments in Teacher Training	1	0

Table 11 (Continued)

	Doctorate	Without Doctorate
Diagnosis and Remediation of Learning Disorders	1	0
Special Education for Regular Teachers	1	0
Evaluation	1	0
Administration	1	2
Mainstreaming	1	0
Vocational Evaluation	1	0
Work Adjustment	1	0
New Certification Guidelines	4	0
Drug Abuse Education	1	0
Law	1	0
Language in Learning Disorders	1	0
Medical Orthopedically Handicapped/ Cerebral Palsy	1	0
New Methods in Speech	1	0
Upgrade Research Skills	1	0
Behavior Management	2	0
Medical Orientation to Learning	1	0

Areas of New Training That Would Be Most Helpful

In addition to the six areas named on the interview scale, the faculty listed 105 other areas in which they would like to have training. An interesting point to observe is that only one individual expressed an interest in behavior modification. Given the fact that trends toward serving the more severely and profoundly handicapped were gaining momentum, this lack of interest was most noteworthy. Whether or not this same lack of interest would prevail today is an interesting question from a speculative viewpoint.

Table 12

Areas of New Training That Would Be Most Helpful

	Doctorate	Without Doctorate
Career Education	60	33
Multidisabilities	122	64
Litigation and Child Advocacy	96	33
Early Childhood Education	84	57
Research Techniques	98	35
Noncategorical	83	28
Teaching Emotionally Disturbed	4	4
Severely Handicapped	5	1

Table 12 (Continued)

	Doctorate	Without Doctorate
Assessment Techniques	3	2
Administration of Special Education	5	4
Mainstreaming	5	2
In-Service Education for Regular Teachers	2	0
Child Development	1	0
Bilingual Education	1	0
Language Development	5	3
Computer Technology	3	0
Learning Disabilities	11	8
Parent Counseling	2	2
Education of Public	1	0
Relating Speech to Regular Class Curriculum Areas	1	0
Clinical Psychology	1	0
Counseling Psychology	1	0
Special Methods, i.e., Braille, Signing, Locomotion	2	0
Innovative Curriculum	1	0
Psychological Testing	2	0
Learning Aids	1	0
Deaf Education	1	0
Postschool EMR	1	0
Brain Damage	1	1
Gifted	7	1
Diagnostic Procedures	1	1
Interdisciplinary Approach to Special Education	0	1
Disorders in Arithmetic	0	1
Legislation	0	1
Development Mathematics, Methods, Research in Special Education	0	1
Law	1	0
Psycholinguistics	1	0
Psychoacoustics	1	0
Neurological Appraising	1	1
Public School Experience	1	0
Reading Diagnosis	1	0
Reading Remediation	2	0
Affective Techniques	1	0
Speech Pathology	1	2
Psychotherapy	2	0
Curriculum	2	0
Mental Retardation	2	1
Dental Science	1	0
Education for the Disadvantaged	1	0
Resource Teaching	1	0

Table 12 (Continued)

	Doctorate	Without Doctorate
Problem Solving for Exceptional Children	1	0
New Diagnostic Tools	1	0
Therapy Techniques	2	0
Learning Therapy	1	0
Evaluation	3	0
Programming	1	0
Autistic	1	0
Aphasic	1	0
Behavior Problems	1	0
Multihandicapped	1	0
Reading	1	0
Linguistics	0	5
Cognition	0	1
Grant Writing	0	1
Delivery Systems	0	1
Cerebral Palsy	1	0
Domain Referenced Testing	1	0
Audiological and Perceptual Disabilities	1	0
Central Auditory Processing	1	0
Resource Models	1	0
Residual Learning	1	0
Disadvantaged	0	1
Adaptive Physical Education	0	1
Recreation	0	1
Speech	0	1
Parent Relations	1	0
Professional Relations	1	0
Adult Education	1	0
Drug Abuse Education	1	0
Psychopharmacology	1	0
Pharmacology	1	0
Computer Assisted Instruction	1	0
Clinical Skills	2	0
Deaf	1	0
Blind	1	0
Supervision	0	3
New Developments in Special Education	0	1
Regular Elementary Education	2	0
Community Mental Health Organization	1	0
Clinical Speech	1	0
Media Development for Teachers	1	0
Research Seminars	1	0
Communication Disorders	1	0
Methods and Materials for Exceptional Children	1	0

Table 12 (Continued)

	Doctorate	Without Doctorate
Education of Hearing Impaired Children	1	0
Varied Handicaps	2	0
Legal Training in Special Education	1	1
Writing of Behavioral Objectives	0	1
Program Development for Exceptional Children	0	1
Special Needs/Secondary Level	1	1
Cultural Anthropology	0	1
Behavioral Analysis	0	1
Team Approach to Teaching Exceptional Chidren	0	1
Institutional Background/Problems Living	0	1
Financing and Accounting	1	0
Consulting Skills of Teachers	1	0
Behavior Modification	1	0
Teacher Preparation Models	1	0
Media Techniques	1	0
Legislative Update	1	0

Model of Training Desired by Respondents

The interview scale listed 11 options as far as training models were concerned. Faculty were requested to select a model and then specify a time allotment for the model selected.

The models listed in their order of preference were:

1. Topical conferences
2. Short site visits
3. Independent studies
4. Summer workshops
5. Postdoctoral fellowships
6. Faculty exchange
7. Other workshops
8. Media packages
9. Programmed material
10. Return to classroom teaching
11. Other

Time allotments desired ranged from two hours to one year in duration.

Table 13

Model of Training Desired by Faculty

	Doctorate	Without Doctorate
Faculty Exchange	110	45
Unspecified	38	18
1 Semester	13	4
2 Semesters	2	2
2 Days	0	1
Quarter	6	5
1 Week	1	1
1 Year	23	5
2 Weeks - 1 Month	1	0
2 - 4 Days	1	0
Once/Month	1	0
5-10 Hours	1	0
Ongoing	1	0
1 Month	0	1
Summer	0	1
1/2 - 1 Day	0	2
Short Term	0	1
1/2 Year	1	0
9 Months	1	0
3-6 Months	3	0
2 Hours/Week	1	0
Postdoctorate Fellowship	113	9
Unspecified	13	3
1 Semester	20	0
2 Semesters	6	0
1/2 Year - 1 Year	4	0
1 Year	49	2
Summer	2	1
6 Months	4	0
9 Months	3	0
2 Years	2	1
1 Quarter - 1 Year	2	1
2 Quarters	1	1
3 Months	3	0
1 Quarter	3	0
8 Weeks	1	0
Independent Study	128	61
Unspecified	46	24
1 Semester	20	15
2 Semesters	1	5
1 Year	17	9
Quarter	15	4
6 Months	6	1
Part-time	1	0

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Table 13 (Continued)

	Doctorate	Without Doctorate
2 Years	1	0
1/2 Year - 1 Year	1	0
3 Months	4	0
1 - 2 Weeks	1	0
2 Months	1	0
1 Trisemester	1	0
1 - 2 Quarters	3	0
1 Term	1	0
2 Months	1	0
1 Week	1	0
1 Day/Week	0	1
3 Years	0	1
7 Weeks	1	0
Return to Classroom Teaching	45	12
Unspecified	15	3
1 Semester	12	9
2 Semesters	1	0
1 Year	11	5
Quarter	8	1
6 Months	3	0
1/2 Year	2	1
2 - 3 Hours/Day	1	0
1 Month	0	1
1 Week	1	0
2 Years	1	0
9 Months	1	0
Short Site Visit	134	63
Unspecified	34	27
1 Week	21	8
Summer	2	0
Semester	4	0
1 - 2 Day Visits	4	1
1 - 5 Days	23	3
Less Than a Week	4	0
1 -3 Weeks	7	0
1 Month	1	0
Several Days	1	0
1 - 2 Years	0	1
6 Hours	0	1
6 Weeks	10	0
6 Months	1	0
1 Year	1	0
1 Quarter	1	0
3 Months	1	0
2 Days - 1 Week	5	1

Table 13 (Continued)

	Doctorate	Without Doctorate
Summer Workshop	118	46
Unspecified	24	16
2 - 4 Weeks	1	1
3 - 5 Days	3	2
1 Month	5	4
8 Weeks	7	4
1 Week	11	2
1 - 3 Weeks	5	1
1 Summer Session	1	0
4 - 6 Weeks	10	7
All Summer	5	2
10 Weeks	1	0
2 Months	2	0
2 - 6 Weeks	3	0
2 Weeks	12	8
3 - 6 Weeks	4	0
3 - 7 Days	1	0
10 - 15 Weeks	1	0
6 Weeks	4	1
1 Year	1	0
1 Quarter	2	0
9 Weeks	1	0
Other Workshop	106	58
Unspecified	26	20
1 Week	20	10
1 - 2 Weeks	2	0
2 - 4 Weeks	1	1
2 - 4 Days	5	2
1 - 3 Days	9	2
Long Weekend	4	7
2 - 6 Weeks	1	0
Summer	1	0
2 Weeks	8	3
5 - 10 Hours	1	0
Vacations or Evenings	0	2
1 Semester	2	1
2 Days	0	3
Short Time	0	1
1 Day	2	2
6 Weeks	0	1
1 Year	0	1

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Table 13 (Continued)

	Doctorate	Without Doctorate
Topical Conferences	153	53
Programmed Materials	64	26
Media Packages	72	24
Other		
Clinical Practice	1	0
Direct Involvement in Ongoing Programs	1	0
Internship in Educational Programs	1	0
Apprenticeship in Leadership in Special Education	1	0
Video-Taped Workshops	1	0
Sabbatical	2	0
Research	1	0
Combination	0	1
Go Back to School	0	2
Group Work	1	0
Doctoral Fellowship	0	4
Regular College Course	0	1
Short Courses	1	0
Exchange Conference	1	0
Multidisciplinary	1	0
Work in Clinic School	1	0
Rotational Seminars	1	0
Individualized Directed Study	1	0
Model Where Faculty Work Together	2	1
Postgraduate Work	0	2
Minicourse	1	0
Lecture	1	0

Factors That Would Facilitate Participation

A variety of factors were suggested by the faculty relative to what would facilitate their participation in a RETOOL type of activity. Released time was the most repeated factor. Financial support was second in frequency of mention with support levels ranging from a stipend to full salary.

Table 14

Factors That Would Facilitate Participation

	Doctorate	Without Doctorate
Released Time	129	34
Stipend	10	4
Stature of Personnel & Program	16	3
Relevancy to Own Needs	15	5
Program	27	21
Terminal Objectives Stated	1	0
Location	25	12
Institutional Approval & Cooperation	3	2
Stipend Plus Expense	2	2
Schedule	18	8
Financial Support	87	27
Credit	4	9
Advance Notice	5	1
Distance	0	1
Complete Dissertation	2	1
Short Time Commitments	3	0
Topical Interest	9	2
Serve on Committee	1	0
Program Between Sessions	1	0
Time	32	21
Independent Research Activities	1	0
Upgrading Skills	1	0
Travel Funds	3	1
Model Projects	1	0
Demonstration	1	0
Case Analysis	1	0
Immersion in Area	0	1
Transportation	1	0
Resource People	1	0
Choice of Activities	1	0
Lodging	1	0
Personal Obligations	1	0
Cost	9	3
"Work" Study	0	1
Attendance	2	0
Joint Faculty/Student Seminars	1	0

Factors That Would Limit Participation

Just as time and money were the primary factors facilitating participation, so too were they the primary factors limiting participation by the faculty.

Table 15

Factors That Would Limit Participation

	Doctorate	Without Doctorate
Schedule Conflicts	14	30
Released Time	124	21
Lack of Stipend	8	3
Lack of Relevancy	2	2
Program	21	3
Expenses	60	22
Location	15	8
Institutional Approval and Cooperation	5	1
Finding Replacement	2	0
Course Schedule	3	0
No Financial Support	27	20
Topical Interest	11	2
Time	39	32
Family Obligation	6	0
University Obligation	17	4
Lack of Expertise of Faculty	3	0
No Advance Notice	6	1
No Credit	2	1
Work on Doctorate and Dissertation	1	6
Salary Cut	3	0
Administrative Time	2	0
Distance	4	1
Commitments	12	1
Research Activities	3	0
Time of Year	1	0
Transportation & Travel	4	1
Choice of Activities	2	1
Lodging	1	0

Summation

Several basic conclusions are able to be drawn from data acquired via the needs assessment. Among them several are of sufficient import so as to require additional attention. The latter are presented below in a serial manner, not necessarily connoting any hierarchical order or priority of significance.

1. Almost 75% of the faculty responding indicated a willingness to participate in a Project RETOOL type of continuing education process if provided a means to do so.

2. The clear majority of the faculty members responding indicated a felt need for additional training.

3. Slightly more than 60% of the 474 faculty members had received their primary training in special education. The remaining 39.5% represented 38 related and/or unrelated disciplines.

4. The majority of the faculty completing the interview scale had been in the academic community for a period of 6 to 10 years. From an age perspective, this would suggest that the majority of the teacher educators in special education at the time of the assessment were in their 30s and 40s.

5. Special education and elementary education were the most frequently mentioned areas of certification held by the respondents.

6. Approximately 40% of the faculty interviewed had 2 years' or less teaching experience with handicapped pupils. An alarming finding was that almost 18% of the faculty expressed no previous experience with handicapped individuals prior to the acceptance of the college or university position.

7. The background experiences of the majority of the faculty were with the mentally retarded individual.

8. Ninety-two percent of the faculty indicated a real need for some type of retraining through a project like RETOOL. This would seem to suggest that the faculty responding to the needs assessment survey were concerned about their professional background and wanted to keep abreast of the newest material in their field.

9. The main reason for additional training evidenced by the faculty was to gain knowledge in new areas and to update their knowledge in their own areas of expertise.

10. As far as new areas of training needed by the respondents to develop additional competence, the faculty members listed 111 different topics ranging from multidisabilities to dental science.

11. The topical conference approach was the method of retraining most frequently selected by the faculty.

12. Time and money were the two most frequently mentioned factors that would both facilitate and hinder participation in a retraining program.

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The results of the needs assessment clearly indicated that a project such as Project RETOOL was greatly needed and wanted by teacher educators in special education. The results provided sufficient information to assist the project director and advisory committee in the development and formation of the in-service training models proposed by the five selected states effecting Project RETOOL.

After Phase I had been completed, Phases II and III, model development and implementation of these models on a statewide basis,was realized. A description of each of the state models and their approaches and programs follows.

APPENDIX A

ADVISORY COMMITTEE

ADVISORY COMMITTEE

Mr. Wayne Glenn, Teacher, Severe and Profound Handicapped, Tuscaloosa City Schools, Tuscaloosa, Alabama

Dr. Nickie Berson, Teacher Educator, Kean College, New Jersey

Dr. Susan Shuster, Teacher Educator, Indiana University, Bloomington*

Dr. Kenneth Wyatt, Teacher Educators, Georgia State University, Atlanta*

Dr. Nettie Bartel, Teacher Educator, Temple University, Philadelphia, Pennsylvania*

Mr. Robert Black, Director of Special Education, State of South Carolina, Columbia

Dr. A. C. Blanks, Teacher Educator, Southern University, Baton Rouge, Louisiana

Ms. Debbie Ormay, President, Student CEC Chapter, Clarion State College, Pennsylvania

Dr. Herman Saettler, Project Officer, BEH, Washington, D.C.

*Denotes TED Executive Committee members

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APPENDIX B

FACULTY INTERVIEW OUTLINE

PROJECT RETOOL: FACULTY INTERVIEW OUTLINE

Name: ______________________________

Institution: ______________________________

Rank: ______________________________

Position: ______________________________

A. Academic Preparation

1. Undergraduate Degree:
   Major: ______________________________
   Minor(s): ______________________________
   If any of the above in special education, what area? ______________________________

2. Master's Degree:
   Major: ______________________________
   Minor(s): ______________________________
   If any of these in special education, what area? ______________________________

3. Doctoral Degree:
   Major: ______________________________
   Minor(s): ______________________________
   If any of these in special education, what area? ______________________________

4. Other Training:
   Related to special education:
   Area(s) ______________________________
   ____

B. Certification or Certification Eligibility

1. Regular education:
   Areas or levels: ______________________________
   ____

2. Special Education:
   Areas or types: ______________________________
   ____

3. Other certification or licenses:
   Specify: ______________________________
   ____

C. Work Experience

1. Regular education teaching:
   Area or level ______________________ Length of time ______
   Area or level ______________________ Length of time ______
   Area or level ______________________ Length of time ______

2. Special education teaching:
   Area or type ______________________ Length of time ______
   Area or type ______________________ Length of time ______
   Area or type ______________________ Length of time ______

3. **Other Direct Experience with Exceptional Children:**

Clinical (specify): ______________________________

____

Types of Children Served: ______________________________

____

Psychology (specify duties): ______________________________

____

Types of Children Served: ______________________________

____

Additional (specify): ______________________________

____

Types of Children Served: ______________________________

____

D. University Experience

1. Research Published:

Area Involved ______________________________ # __________
Area Involved ______________________________ # __________
Area Involved ______________________________ # __________

2. Service Activities: (Consultations, Advisory Boards, etc.)

Area Involved ______________________ Length of time __________
Area Involved ______________________ Length of time __________
Area Involved ______________________ Length of time __________

3. Courses Taught

University or College ______________________ Dates __________ __________

Courses Taught:	BA	MA	Ph D.

University or College ______________________ Dates __________ __________

Courses Taught:	BA	MA	Ph.D.

University or College ______________________________ Dates ________ ________

Courses Taught Previously:	BA	MA	Ph.D.	
				Year:
				Year:
				Year:
				Year:
				Year:

University or College ______________________________ Dates ________ ________

Courses Taught (To Be Taught) This Year:	BA	MA	Ph.D.

E. Areas of Expertise Within Special Education:

1. What do you consider to be your primary areas(s) of expertise?

____

____

2. Within the past three years, have you had to teach courses or advise graduate students not in your area(s) of expertise?
Yes____ No____
If yes, which: __________________________________

____

____

F. Desire for Additional Training:

1. Do you feel the need for additional training at the present time?
Yes____ No____
2. If yes, for what purpose?
   a. Update knowledge or skills in areas of expertise____
   b. Respond to perceived community needs____
   c. Gain knowledge or skills in area of weakness____
   d. Gain knowledge or skills in new areas____
   e. Other (specify) ______________________________
3. If yes, what areas of training would be most useful?
   a. Career Education____
   b. Multi-disabilities____
   c. Litigation and child advocacy____
   d. Early childhood education____
   e. Research Techniques____
   f. Non-categorical____
   g. Others __________________________________
   ____

4. What model for training would appeal most to you?
   a. Faculty exchange____
      Length of time__________
   b. Post doctoral fellowship____
      Length of time__________
   c. Independent study (released time)____
      Length of time__________
   d. Return to classroom teaching____
      Length of time__________
   e. Short site visitations____
      Length of time__________
   f. Summer workshop____
      Length of time__________
   g. Other workshops____
      Length of time__________
   h. Topical conferences____
      Length of time__________
   i. Programmed materials____
      Length of time__________
   j. Media packages____
      Length of time__________
   k. Others (specify)____
      ____

G. Willingness to Participate

1. If a continuing education program were available next year or the year following, would you be interested in participating?
   Yes____ No____
2. What would facilitate your participation?______________________________
   ____
   ____
3. What would limit your participation?______________________________
   ____
   ____

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PROJECT RETOOL: California

Leif Fearn, Project Director

PROJECT RETOOL: CALIFORNIA

Dr. Leif Fearn, Director
San Diego State University

The California Project RETOOL was conducted on the basis that California was a sufficiently large enough geographic and educational area that the project focus, while state oriented, would also have a regional nature as well. Needs assessment data isolated the kinds of content to be delivered, and an Advisory Committee's input clarified the specific delivery model to be utilized. The delivery model utilized featured agency and school level consultant led small group interactions within the context of a conference setting. Conferences were conducted in the Spring of 1977, Fall of 1977, and Spring of 1978. In June of 1978, a regional conference was conducted with the intent of generating ideas relative to a broader regional focus for the California RETOOL Model. The procedural and evaluative information concerning California RETOOL is descriptively presented in the following sections with a primary focus on process.

History

In response to the RETOOL RFP circulated by The University of Alabama, the Department of Special Education at San Diego State University, under the direction of Department Coordinator Dr. Francis Ballantine and professors Doorlag and Fearn, developed an initial plan based upon the findings of a statewide needs assessment. The plan called for topical conferences based in both northern and southern California organized around selected topics specific to the needs of California professors of special education.

Once the initial plan was posited and accepted, the special education faculty at San Diego State University set about developing an operational plan for the following two years. The plan proposed was to bring field personnel together with university faculty members for topical conferences facilitated by San Diego State University faculty members in Special Education supplemented by consultants who held expertise in the conference focus areas.

The above plan was brought before a meeting of the Advisory Committee in early June 1976. As a result of this meeting, the adjustment of the plan was made which eliminated the use of consultants and outside facilitating personnel. It was the position of the Advisory Committee that university personnel most needed the input and pragmatic perspectives of field personnel in Sepcial Education relative to the topics selected by faculty members. Hence, the California RETOOL plan became one in which district directors of special education, Title VI directors, and personnel from the State Department of Education were to function as input resources in topical conferences attended by at least one, but not more than three representatives from each of the twenty-four (24) cooperating universities in California. The plan called for small groups of university faculty members meeting for approximately one hour with each of five or six field representatives in sessions where the field consultants presented a position for approximately ten minutes with discussion of it consuming the remaining 50 minutes. Field consultants were to bring soft material to the session in sufficient quantity to supply all faculty representatives with a copy. Conferences were conducted following a Friday and Saturday schedule.

The first two conferences were held in the Spring of 1977, the first in San Diego and the second in San Francisco. Travel constraints were the major problems incurred, and field consultants requested a delay until noon in starting times. The delay would enable them an opportunity to convene earlier in an informal fashion and assure full attendance when the conference actually started. Both conferences were well attended, and the feedback from participants was most positive.

After a site visit by The University of Alabama, California RETOOL received continued funding. The second operational year was planned to function analogous to the first with two adjustments. First, conferences began promptly at noon with a Spring schedule of presentation. Pursuant to the latter, conferences were held in October in Los Angeles and in February in San Francisco.

The final RETOOL conference was conducted in Reno, Nevada, with the objective of projecting the feasibility of a RETOOL effort encompassing the western region. Attended by twenty participants from six states west of the Rock Mountains, the Reno conference isolated several foci for the development of such a regional perspective as well as several strategies for its implementation and operation.

Rationale - Need

Three major factors were fundamental to the need for a RETOOL effort in California.

First, new teacher education legislation was passed in California several years ago that placed each training institution in the position of developing a competency-based credentialling plan on an approved program basis. As a result, each university had been developing its plan for approximately two to three years. After an initial period of relatively close contact in planning and development of approved programs, each institution had essentially conducted its program in isolation. While administrative personnel regularly met as a group, by and large, faculty members had little opportunity to interact professionally with their peers from other universities. Project RETOOL provided an opportunity for faculty members to discuss common problems and to share professional concerns and concepts with each other.

Second, new federal legislation affected all university personnel, however, often from a second-hand level. It was the school-level special educators who were primarily faced with implementing the federal mandates, but university special educators were required to prepare, both in-service and preservice, professionals for the schools. Unless university personnel made a special effort to work in the schools, largely at a level that was more comprehensive than the mere supervision of student interns, there was the very real risk that university training programs would lag a year or more behind the changes occurring in the schools. The California RETOOL effort was designed to bring the school and university special educators together. Each conference showed the value of this interaction as in virtually every session the subject of P.L. 94-142 emerged and was addressed from both the school and university perspective.

Third, the State of California passed legislation that redefined special education at the school level. The relationship between federal and state legislation was considerable; however, small changes in the definitions of each occurred almost daily. While all information was equally available to the universities and the schools, school personnel, because of their central role in implementation of both sets of mandates, were often more current relative to changes than the university faculties. RETOOL conferences served to bring university participants up-to-date regarding these implementation efforts in the public schools.

With respect to the above stated needs, it was interesting to note that feedback from university participants universally isolated the importance of the conferences with respect to dissemination of information to which school people were especially privileged. It was also interesting to find the extent to which school-level consultants gained in their better appreciation of the university professor's role in the field of special education.

General Objectives

California RETOOL outlined the following objectives to direct its mission relative to the provision of continuing education for teacher educators in special education:

1. Prepare a proposed plan for conducting a needs study that would determine the need for, and interest in, the development of a program to retrain university special education personnel in California;
2. Develop a model for the delivery of continuing education services to special education faculty members in California;
3. Conduct two conferences during each operational year of Project RETOOL, one annually in southern California and one in northern California;
4. Plan and conduct all conferences on the basis of yearly needs assessment data provided by prospective consumers of the services;
5. Serve a purpose of bringing direct service personnel together with university faculty members for mutually useful interaction; and
6. Serve as an appealing precedent for subsequent in-service activities for university faculty members in California.

Needs Assessment

The postsecondary education system in California is widely recognized for its enormous scope which encompasses community colleges, a state college and university system, a university system, and a wide variety of independent institutions ranging in academic recognition from international respectability to alleged diploma mills. The initial needs study focused upon the 67 four-year institutions that grant professional credentials in one or more of the following areas: Multiple Subjects, Single Subjects, Bilingual Cross-Cultural, Early Childhood Education, Reading, Administration and Supervision, Library Science, Educational Technology, Health, and Special Education.

Twenty-six institutions offered specialist credentials in one or more of the following special education areas: Learning Handicapped, Severely Handicapped, Communication Handicapped, Physically Handicapped, and Gifted. The average number of special education specialist credential foci per institution was three, with Learning Handicapped by far the most widely represented.

Telephone and letter communications were made with each of the twenty-six (26) special education specialist credential bearing institutions in solicitation of their cooperation in the RETOOL effort. Twenty-four (24) institutions agreed to cooperate. These 24 cooperating institutions served as the needs assessment targets.

A Project RETOOL Faculty Interview Outline was sent to each cooperating institution in sufficient numbers for each faculty member along with a stamped return envelope. A copy of the Faculty Interview Outline is provided in Appendix A.

Target Population

California RETOOL focused upon the full-time faculty involved in the training programs for special educators in the twenty-six (26) colleges and universities within California, offering credential programs in the areas of special education. The participants were faculty members who were willing to provide information concerning their perceptions of the need for retraining.

Objectives of the Needs Assessment

The needs assessment effort was designed to meet the following specific objectives:

1. To prepare an application proposing to conduct a needs study to determine the need for, and interest in, the development of a program to retrain university special education personnel in California.

2. To conduct a statewide needs study to determine the need for and interest in the development of a program to retrain university special education personnel in special education.

3. To analyze the data collected and to prepare for submission to the Director of Project RETOOL a report to indicate the extent of the need for, and the interest in, the development of a program to retrain university special education personnel in California.

4. To develop by May 31, 1976, a model for the delivery of continuing education to university special education faculty in the State of California.

Procedures

Following the receipt of information concerning the possibilities for funding under Project RETOOL, the San Diego State University's Department of Special Education undertook steps necessary to prepare an application for the support of a needs study. The purpose of the needs study was to determine the extent of the need for, and interest in, the development of a program to retrain university special education personnel in California.

In attempting to determine the population of institutions willing to participate in the needs study, all twenty-six (26) institutions offering special education credentials were contacted. Due to time constraints and the geographic range of the institutions, the project staff was not able to visit each site to conduct the needs study. Therefore, it was necessary to identify a contact person at each school who would be responsible for the collection and return of that institution's data.

Concurrently with the identification of a population, the project rationale and budget were prepared and arrangements for establishing the fiscal agent were negotiated. When the population was identified, the entire application was assembled, assurances were obtained, and the complete application was forwarded to Dr. Heller and the Project RETOOL Advisory Committee for approval.

Data collection instruments were printed, individual cover letters indicating deadlines were prepared, and mailings were sent to each of the participating institutions. Shortly thereafter, a follow-up letter was prepared for distribution by the contact persons to each potential faculty participant.

During the data collection period, Department of Special Education faculty members met several times to discuss the development and preparation of a PROGRAM Document delineating the Project's specific target populations, objectives, activities, persons responsible for each activity, and a projected date when each activity should be completed.

The needs study instruments returned to San Diego State University were reviewed and the data collated and analyzed by members of the Special Education Department.

Results of the Needs Assessment

1. Twenty-four (24) of the 26 institutions eligible for inclusion in the needs study agreed to participate in this phase of Project RETOOL (see Appendix G).

2. Faculty members from 19 of the 24 institutions that agreed to participate returned the Needs Study Instrument.

3. Seventy-nine faculty members from the 19 participating institutions returned an instrument.

4. Of the 79 faculty members returning the instrument, 69 or 87% indicated they had both a need and an interest in obtaining additional training.

5. In indicating the purpose for desiring additional training, the participants responded as follows:

Purpose for Needing Additional Training	N	% of Total Group (N=69) Represented
a. Update knowledge or skills in areas of expertise	42	61%
b. Respond to perceived community needs	28	40%
c. Gain knowledge or skills in area of weakness	38	55%
d. Gain knowledge or skills in new areas	53	76%

6. Participants in the study indicated that they perceived that training would be useful in the following areas:

More Useful Areas of Training	N	% of Total Group (N=69) Represented
a. Career Education	13	19%
b. Multidisabilities	45	65%
c. Litigation and Child Advocacy	23	33%
d. Early Childhood Education	26	38%
e. Research Techniques	22	32%
f. Noncategorical	24	35%
g. Severely Emotionally Disturbed (including Autistic)	4	6%
h. Behavior Problems	3	4%
i. Evaluation	4	4%

7. Participants indicated an interest in receiving training via a number of different models which are presented on the following page:

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Model Which Appeals to Participant	N	% of Total Group (N=69) Represented
a. Faculty exchange	21	30%
b. Postdoctoral fellowship	33	48%
c. Independent study (released time)	17	25%
d. Return to classroom teaching	11	16%
e. Short site visitations	22	32%
f. Summer workshop	27	39%
g. Other workshops	22	32%
h. Topical conferences	36	52%
i. Programmed materials	11	16%
j. Media packages	16	23%

8. While a number of participants indicated an interest in summer training, there was no one period of time during the time which was preferred strongly enough to provide a great deal of planning direction. However, data were gathered which tended to indicate a trend in the perceptions of the length of time a particular model should operated. A summary of these perceptions follows:

Training Models	Suggested Length
a. Faculty exchange	1-2 semesters
b. Postdoctoral fellowship	1-2 semesters
c. Independent study	1-2 semesters
d. Return to classroom teaching	1 semester
e. Short site visitation	2-3 days
f. Summer workshops	2-6 weeks
g. Other workshops	2-5 days
h. Topical conferences	2-3 days
i. Programmed materials	1 semester
j. Media packages	1-3 weeks.

9. Further indication of the directions of their interest may be obtained by examinating the area of interest shown by the Model for Training Matrix. (Each cell includes a number indicating the N found with that combination.)

AREAS OF TRAINING	TRAINING MODELS									
	Faculty Exchange	Postdoctoral Fellowship	Independent Study	Return to Classroom Teaching	Short Site Visitations	Summer Workshops	Other Workshops	Topical Conferences	Programmed Materials	Media Packages
Career Education	7	5	4	2	6	6	5	5	3	3
Multidisabilities	13	17	12	7	16	18	16	24	8	12
Litigation & Child Advocacy	11	7	9	6	6	11	8	14	6	8
Early Childhood Education	13	15	15	6	8	10	7	15	6	7
Research Techniques	8	8	7	3	8	13	7	12	4	5
Noncategorical	9	9	6	4	7	12	10	15	4	7
Severely Emot. Dis. (Inc. Autism)	0	1	0	0	0	3	1	3	2	1
Behavior Problems	0	1	0	0	0	1	0	2	1	0
Evaluation	0	0	1	0	0	1	0	2	1	1

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10. Contingencies impacting upon participation were also identified. An explanation of those responses most facilitative of participation are provided in the following presentation:

Factors Facilitating Participation	N	% of Total Group (N=69) Represented
Travel Funds and Per Diem	32	46%
Released Time	33	48%
Topic and Quality of Presentation	20	29%
Location	8	12%
Credit	1	2%

11. Similarly, reasons which would limit participation were identified. An explanation of these responses including a limiting factor are noted below:

Factors Limiting Participation	N	% of Total Group (N=69) Represented
University Constraints and Schedule	23	33%
Cost	25	36%
Time	27	39%
Location	8	12%
Babysitting Arrangements	2	3%
Lack of Specific Program	4	6%

Discussion and Implications of Needs Assessment Findings

The majority of the California colleges and universities offering teacher training programs in special education indicated a willingness to participate in the Project RETOOL Needs Study. While time constraints placed some limitations on the acquisition of data from all the interested universities, the amount of quality data obtained by the deadline established for inclusion in the needs study report was representative and sufficient to indicate clear trends as well as provide a body of data from which implications could be drawn.

The results of the needs study indicated that professors involved in teacher training programs in special education in California were definitely interested in obtaining additional training. They wished to update their knowledge in areas of expertise, to gain knowledge or skills in new areas, and to a lesser degree, to gain knowledge or skills in the areas of their weakness.

The data indicated that training in the area of education of children with multiple disabilities would be the most useful to the respondents. Many participants in the study also expressed an interest in receiving training in the areas of noncategorical approaches, research techniques, and early childhood education.

The topical conference model for training appeared to be the most frequently mentioned, with a number of other models receiving a relatively equal number of responses.

The provision of travel funds and per diem was the consideration most frequently mentioned as being needed to facilitate the participation of the faculty members. The need for appropriate topics and a high quality presentation and the provision of released time were also mentioned as needs to facilitate participation.

University constraints, scheduling, and costs to the participants were most frequently perceived as the items which might limit the participation of the faculty members.

The needs study provided a great deal of information to the San Diego State University Project RETOOL staff and was very useful in providing direction to the development of the model for delivery of continuing education.

Continuing Needs Studies

A needs study not unlike that described above was conducted in preparation for each operational year. Once the delivery model was selected, the needs study conducted in preparation for each operational year included only a survey of conference topics. The basic format for identifying and clarifying this need was to survey the field and take the information before the Advisory Committee for clarification and recommendations relative to field-based consultants.

The Preliminary Model

The preliminary delivery model was designed to respond to the few needs articulated in the needs assessment. These needs were:

1. Update knowledge or skills in areas of expertise.

2. Respond to perceived community needs.
3. Gain knowledge or skills in areas of weakness.
4. Gain knowledge or skills in new areas.

Since the entire group of possible recipients of the services of the model were faculty members, the model had to reflect a system that would be most appropriately deliverable during the academic year to the maximum number of participants for a maximum number of the areas in which training was sought. The participants indicated the following areas of training which the model was developed to address:

1. Multidisabilities
2. Early Childhood Education
3. Noncategorical
4. Litigation and Child Advocacy
5. Research Techniques
6. Career Education

(Listed in order of number and percent of group requesting)

The suggested training models included:

1. Topical Conferences
2. Postdoctoral Fellowship
3. Summer Workshops
4. Short Site Visitation
5. Other Workshops
6. Faculty Exchange
7. Independent Study
8. Return to Classroom Teaching
9. Media Packages
10. Programmed Materials

(Listed in order of number and percent of models most appealing to possible participants)

The following were eliminated as delivery systems for this model because they could not really be considered training models:

1. Postdoctoral fellowships through making information available.
2. Return to classroom teaching by recommending release of the participants to do so.
3. Media package.
4. Programmed materials.

Thus, the two models deemed best suited for delivering services to the participants were the topical conference and other workshops. These have been combined in the model to be presented herein.

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The model envisioned topical conferences to be presented in those areas of training found to be the most desired. As a result, two topical conference-workshops were to be conducted in California:

1. One in Southern California during the Fall 1976 semester.
2. A second in Northern California in Spring 1977.

The topics of the fall topical conference were to be:

1. Multidisabilities
2. Early Childhood Education and Special Education*

The topics for the spring conference were to be:

1. Noncategorical Special Education
2. The Law and Special Education and Child Advocacy
3. Career Education and Special Education

The interest in research was treated at considerable length. It was decided that the research focus could be best implemented as an overall thrust throughout the conferences.

Specific location of the conferences was dependent upon economical availability of facilities. The intent was to plan two- or three-day conferences Friday-Saturday or Thursday-Friday-Saturday. Each participant was provided travel and per diem to attend at least one of the conference-workshops.

The timeline for operation and implementation of the model was as follows:

Selection of Participants--Fall Conference--1976

8/1 Charged each participating campus with the responsibility of conducting a selection process that concluded with the identification of one faculty member who would participate in the necessary preparation, attendance, involvement, and dissemination procedures which are written into the faculty participant's responsibilities.

8/1 Acquired a list of Title VI Directors, District Special Education Directors, and other key field personnel eligible as participants in the conference at the level written into the field participant's responsibilities.

8/10 Prioritized the list of prospective field participants on the basis of consultation with them, State Department personnel, and the Advisory Committee. Selected field participants on a two faculty participant to one field participant ratio.

---

*Defined as infancy through preschool

9/24 Secured participation commitment from all selected participants.
   1. Prepared remuneration schedule.
   2. Prepared tentative responsibilities for all participants.

Preparation of Participants--Fall Conference

9/27 Mailed responsibility packets to all participants.

10/8 Mailed conference location and time schedule to all participants. Included reminder letter relative to responsibilities.

10/22 Mailed final reminder letter to all participants.

Identification of Site--Fall Conference

8/20 Contacted university campuses regarding possibility of use.

9/17 Finalized commitment from a northern university campus or other site.

9/20 Initiated specific communication of selected site regarding conference needs.

Finalization of Plans--Fall Conference

10/1 Finalized budget.

10/15 Secured all purchase or rental needs.

10/20 Contracted for all purchase or rental needs.

Selection of Participants--Spring Conference--1977

11/1 Charged each participating campus with the responsibility for conducting a selection process that concluded with the identification of one faculty member who would participate in the necessary preparation, attendance, involvement, and dissemination procedures which were written into the faculty participant's responsibilities.

11/1 Acquired a list of Title VI Directors, District Special Education Directors, and other key field personnel eligible for participation in the conference at the level written into the field participant's responsibilities.

11/12 Ranked the list of prospective field participants on the basis of consultation with them, State Department personnel, and the Advisory Committee. Selected field participants on a two faculty participants to one field participant ratio, the critical competencies being determined by the fall conference topics.

12/17 Secured participation commitment from all selected

Prepared remuneration schedule.
Prepared tentative responsibilities for all participants.

Preparation of Participants--Spring Conference

12/6 Mailed responsibility packets to all participants.

12/20 Mailed conference location and time schedule to all participants. Included a reminder letter relative to responsibilities.

1/21 Mailed final reminder letter to all participants.

Identification of Site--Spring Conference

February 4-5 tentative conference dates established.

11/29 Contacted university campuses regarding possibility of use.

12/10 Finalized commitment from a northern university campus or other site.

12/13 Initiated specific communication of selected site regarding conference needs.

Finalization of Plans--Spring Conference

1/3 Finalized budget.

1/14 Contracted for all purchase or rental needs.

Reporting

11/12 Mailed follow-up materials to all participants.

11/26 Secured all follow-up materials.

12/10 Mailed Fall Conference Report to all appropriate sources.

3/25 Prepared final report.

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The format for the topical conferences conformed to the following essential requirements:

1. Faculty participants were to be selected by their campus.

2. Faculty participants were to prepare for the conference by working through some assigned tasks which directed them to the issues to be addressed at the conference.

3. Each conference was to be attended by a selected number of invited Field Participants (Title VI Directors, District Directors of Special Education, Key Resource Teachers at the District Level) invited on a two faculty to one field basis with the total number at any conference limited to 30. Selection of field participants related to their involvement in the development and conduct of programs dealing with self-stimulation, applied behavior analysis, infant stimulation, or other involvements that were relevant to the changing needs of special educators in California.

4. The purpose of "3" above was to more intensely focus on a broader representation (although smaller number) of university faculty members, the objective being to effect greater impact.

5. Each faculty participant was expected to impact on his/her own campus via colloquia, symposia, etc. (a multiplier effect).

6. Each campus was expected to facilitate each faculty participant's preparation for the conference and his/her after-the-fact impact on the campus program.

7. Field participants were to prepare for the conference by conducting surveys in their districts, programs, areas, etc. regarding fundamental issues and problems, significant and nonsignificant university training procedures, and the perceived necessity of various kinds of research efforts which showed promise of positively affecting the efficacy of field-delivery systems.

8. Field participants were to be responsible for expressing what they perceived as occurring at their level in the field, what changes have occurred in the target populations and programs, and how the field realities effect or relate to both pre- and in-service teacher education.

9. All participants were to be responsible for providing both formal and informal follow-up reports to Project RETOOL-California. These reports would contain feedback on the relevance of the conference, its

implications for the field and/or the campus, both high and low feedback on the content and process of the conference, etc.

10. Each conference was designed to have several process foci:
    a. Preservice training models
    b. In-service needs and delivery models
    c. Necessary preservice content adjustments
    d. Modification of field delivery systems
    e. Analysis of the efficacy of various organizational patterns at the field level.

    The intent of these process foci, all within the context of previously stated content foci, was to facilitate the cooperative "learning from" and "service to" relationship between those special educators who train teachers and those special educators who consume the university services.

After approval of the model, all cooperating institutions received notice of the proposed Topical Conference content and process. Each institution was then requested to initiate its faculty representative selection procedure.

The staffing for the conferences, other than for the consultants, was solely from the San Diego State University Department of Special Education. The latter served as group leaders/facilitators under the direction of the conference leaders. Group leaders were made available as needed for each conference. Their role included responsibilities that ultimately emerged as important in facilitating the work of the participants.

An educational research specialist with particular expertise in the development of evaluation components was asked to design and conduct the evaluation of the program. The assessment included the following features and procedures:

Instrumentation

1. Topical outlines prepared by the conference participants in advance of the conference which could be used as a base for structuring inventories.

2. A premeasurement inventory, based upon the content of the conference, administered to all program participants to assess their entering levels of competence and feelings of adequacy.

3. A postmeasurement inventory paralleling the content of the preassessment instrument which also included items related to the effectiveness of the conference,

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delivery techniques, etc. administered at the end of the conference to all participants, consultants, and team leaders/facilitators.

4. A follow-up questionnaire mailed to all program participants one-half year following a conference to determine the implementation and residual "retooling" effects of the program.

Advisory Committee

The Advisory Committee played two key roles in the California Project RETOOL. First, the Committee was instrumental in adjusting the preliminary model as the report from the May 1976 meeting indicated (see Appendix B). Second, the Committee was the major source of information regarding the specific parameters of content foci and field-level consultants as reflected in the report from the September 1977 meeting (see Appendix C).

The Advisory Committee also made many recommendations relative to a regional rather than California perspective for RETOOL, many of which were implemented in the June 1978 conference. Some major observations of the Advisory Committee were:

> "Feedback from campus Department Chairs indicated that faculty members responded to the questionnaire with the solicited promptness and within the parameters of the instrument. That seemed to Department Chairs to indicate that while the responses were accurate, they did not show the full possibilities for content, delivery model, or conference process."
>
> "No confidence can be placed in the 'expert consultant' delivery model, especially as it promised on-going implementation of conference content."
>
> "We have a high level of confidence in the value of those persons who make Special Education programs work at the delivery-to-target-children level. All members of the Committee agree very strongly that every attention be paid to field-level people as sources of content input on a relatively systematic basis."
>
> "Confidence can be placed in the Topical Conference format, as long as that format is adjusted to meet its suggestions relative to the utilization of field-level people."

The results of the May 1976 Advisory Committee meeting caused a change from the Topical Conference, where an expert provided input, to the Topical Conference where special education faculty and field-level experts interacted together for the purpose of increasing faculty expertise relative to implementation models that were current, demonstrated efficacy, and were on the cutting edge of the development of new programs. It was explicitly apparent throughout the meeting that the result of California Project RETOOL would be the development of a model or models for continuing professional development for university faculty members through the support of other professional organizations, individual university campuses, and other funding agents.

The Advisory Committee focused the majority of their attention on the Spring 1978 Conference, especially with regard to the research focus. The following list of items were brainstormed relative to the research content foci:

1. Aspects of research that can be directly implemented.
2. Aspects of research that cause program change.
3. Aspects of research that dictate how university programs are formulated and how faculty members conduct themselves.
4. Aspects of research that lead to decision making.
5. Efficacy research--sensory motor, adaptive physical education, learning modalities, specific programs (Frostig, DAISY, Monterey, Distar, etc).
6. Aspects of research that dictate the design of the Individualized Education Plans.
7. Aspects of research that relate to conditions (learning handicapped, severely handicapped, communication handicapped, physically handicapped, and gifted).
8. Focus on what is needed to be known from research.
9. Research leads associated with mainstreaming.
10. Review of Title VI data over the past decade.
11. Sociometrics and mainstreaming.
12. Research associated with program delivery.
13. Research associated with in-service education.
14. What should we be teaching pre- and in-service people about mainstreaming?
15. To what extent does objectifying--specifying target competencies affect learners?
16. The danger of implying, causation from correlation.
17. Relationships between content and input models.
18. The importance of replication research.
19. What to focus on in observation in the classroom.

San Diego State University Operational Model

Based on the recommendations of the Advisory Committee, the preliminary model was adjusted to meet the certain characteristics of operation. Content emphasized the areas of multiple disabilities, early childhood education, noncategorical special education, litigation and child advocacy, research techniques, and career education. The essential delivery process featured small numbers of faculty members meeting in groups led by directors of special education and/or Title VI programs rotating as well as personnel from the State Department of Education.

On the basis of the final model submitted in June 1976, California Project RETOOL (1976-1977) featured two conferences, one in February 1977 and another in San Francisco in April 1977. Each cooperating higher education institution sent one representative to each conference (*N*=24). Project RETOOL made available seven consultants at each conference from exemplary Title VI projects and district special education programs. The initial one-half day of each conference found the consultants reviewing their planned input before the group and distributing synopsis-type literature for participant review. The rest of each conference, except for a final half-hour, found participants interacting with the consultants on a systematic ratio of 1:3 and 1:4, each interaction session lasting slightly more than one hour. At the end of each conference, everyone was brought together for informal debriefing, distribution of assessment materials by the project evaluation, and the reminder to all participants of their responsibilities to impact upon their home campus.

Operation of the Model

The California Project RETOOL model was implemented largely as revised from the preliminary model. Content needs assessments provided general direction for conference content; the Advisory Committee refined content foci and recommended field consultants. Conferences were conducted on a Friday-Saturday basis, two in academic year 1976-1977 and two in academic year 1977-1978. Evaluations were planned, conducted, and reported by a non-RETOOL involved San Diego State University faculty member with expertise in project evaluation.

Planning and Management

Participant recruiting. There were three steps involved in the participant recruitment system. First, the needs assessment, sent in quantity to all special education departments in cooperating institutions, and individually to previously participating faculty members, announced the plan to conduct conferences. Second, a notice was sent to all cooperating department chairpersons six weeks prior to each conference requesting that they conduct a selection process. All departments were asked to identify representatives to the subsequent conferences. A follow-up telephone call to each department chairperson was used as a reminder of the need for representatives in those instances where representatives' names were not forwarded within a reasonable time span. Third, named representatives from each cooperating campus received communication directly related to specifications of the conference, their responsibilities, financial arrangements, and other concerns.

The described recruiting process functioned surprisingly well, considering that university professors' time and energy were being solicited for a Friday and Saturday, with no incentives beyond professional renewal and expenses. While the concerns prevailed in the project office relative to the possibility of limited numbers of participants due to no-shows, there really was a broad representation of special education departments from cooperating institutions consistently in attendance. The anticipated no-shows never occurred in any frequency. The percentage of faculty participation at conferences ranged from 16 to 22 from a field of 24 cooperating departments.

However, an effort to ascertain the reasons for no-shows was planned and conducted for the final conference in Spring 1978. Of the nine no-show inventories distributed, four were returned. Of the four, three reflected a sudden schedule conflict and another reflected a family emergency. It was the judgment of the project coordinator that faculty representatives who intended to participate did so unless unforeseen circumstances interferred.

It is important to note here an attitude adopted by the project director relative to the recruitment and subsequent participation of colleagues in the professional renewal opportunity. An attitude and stance was taken that while numbers were important considerations in matters of cost effectiveness, they were not important to the prospects of conference success. Critical to the project was the matter of meeting professional needs. Hence, California Project RETOOL did not dwell upon recruiting larger numbers of faculty participants. Had such an effort been made, the direct service range would have been larger.

Project staffing. The Department of Special Education at San Diego State University functions as the titular administrative locus for all projects that come to the Department. The Department advises, moves on project direction, and makes all major project decisions. This arrangement, while useful in the sense of department control over personnel and financial resources, is often quite cumbersome. Thus, the department administered Project RETOOL through the department chairperson. The project was functionally administered, however, initially by the department chairperson and the director, and later by the director alone. In support of the director, the staff consisted of the department secretary whose time on RETOOL was paid by the project. The only other staff consisted of a part-time graduate assistant who handled logistics for the 1978 regional conference, and one evaluator from another department at San Diego State University (see Appendix E). The latter's time was contracted for by RETOOL.

The staff for RETOOL at San Diego State University was consistent throughout, largely because project functioning was uncomplicated. The staff demand across the project's years of operation was within the range of the expertise and capability of the project secretary. Virtually all logistical problems were handled by this individual. Administrative direction was necessary only with regard to the creation and operation of RETOOL events. From a replication perspective, the California Project RETOOL model accommodates academic departments and agencies will because of its simple administrative format. A RETOOL conception like that implemented by San Diego State University for California Project RETOOL can be conducted with a part-time clerical person and a one-quarter-time professional consultant.

Consultants. Field consultants for RETOOL conferences were selcted by the Advisory Committee from essentially three populations: (a) District Directors of Special Education, (b) Department of Education Consultants, and (c) Title VI Directors. Selection criteria included an appropriate meeting of conference content and reputed ability to function in a small group discussion. The critical criterion was the extent to which the prospective consultant could address the content and exemplify experientially. As a result, District Directors of Special Education who had formulated an application of the California Master Plan and were making their formulations work successfully were invited to discuss the implementation of the California Master Plan. Every attempt was made to avoid vacuous, innocuous, or abstract interactions.

Initial telephone contacts were made with prospective consultants inviting them to participate. Invariably they agreed. On the basis of a tentative agreement to participate, prospective consultants were mailed specifications for their assignment which included their responsibilities for printed handout materials. An agreement to meet the stated responsibilities constituted an informal contract that was followed by a more formal agreement exemplified by their signatures on consultant forms provided by the RETOOL fiscal agent, the San Diego State University Foundation.

The recruiting of field consultants was both informal and subjective. San Diego State University conducted no serious study to select field consultants and thereby guaranteeing that they were the most appropriate for their responsibility. There was no attempt to create an exhaustive list of prospective field consultants for each contact focus nor was there any systematic preselection rating system designation implemented. However, no field consultant was chosen who was not directly known by members of the Advisory Committee, the RETOOL staff, the Department of Special Education, San Diego State University. Field consultants were selected on the basis of the criteria previously formulated with the net result being that no field consultant was overpowered by faculty participants. Quite to the contrary, with but one exception, the 20 field consultants utilized during the two operational years enjoyed consistent laudatory feedback by faculty participants.

Scheduling. The logistic problems of scheduling conferences in California are best summarized in the following excerpt from the report of the Spring 1978 conference:

> "While the conclusion of the audit visit in Spring 1977 was to hold both California conferences in the Fall of 1977, that proved unfeasible as the commitments of faculty members around the state prohibited any scheduling in November and December. January, being a semester break, a meeting in February emerged as the first viable opportunity. February 17-18 then became the selected dates from among a field of poor dates through March; indeed, the crowded calendars in Special Education that Spring even found a second conference of interest running simultaneously less than a block from the RETOOL Hotel."

California, not unlike other states and regions, was an enormously active place in special education, what with federal, state, and local legislation associated with teacher education, direct services programming, and litigation. Large numbers of categorical professional associations functioned in California as well. Taken together, the above events and prospective events added up to meeting dates in great profusion, many often scheduled months ahead. RETOOL faced these variables in its scheduling of conferences.

The scheduling process involved an analysis of the published schedules of special education associated groups throughout the state. Those dates not heavily committed (rarely were there any dates not committed at all) were selected as prospects listed on announcements of conferences, with selected faculty participants selecting the most feasible date. Returns were analyzed, and the least committed date was scheduled.

Materials. The matter of materials produced as a result of RETOOL efforts was conducted informally for the most part. Throughout the conduct of four conferences, all field consultants were required to bring software that would be appropriate to communicating their message. San Diego State University offered to reproduce all materials for the conferences and did so on several occasions. Typically, field consultants brought printed materials to the conference in sufficient numbers to allow at least one copy per faculty participant.

In the Spring of 1978, after all conferences had been completed, California Project RETOOL made an effort to collect a representative sample of all field consultant presentations into a single publication. An April solicitation to all RETOOL consultants invited them to prepare a three-page (500-600 word) paper that reflected the objectives of their presentation, its major points, associated issues, and implications for teacher education. A deadline of May 1 was given as the point when San Diego State University would have to decide whether there were sufficient manuscripts available to prepare a publication. By May 1 there were three papers submitted, and the possibility of a publication was discontinued.

Certainly, there is reason to be critical of the informality with which San Diego State treated the production of materials from the RETOOL effort. A careful record of presentations and support materials would have been a valuable addition to the professional literature in California Specialist Credential programs. Such a collection is still not available. There is, however, a collection of some size of all materials distributed in the four conferences. It is a one-of-a-kind collection at the time of this writing and resides with the RETOOL subcontractor. Additionally, the names and addresses of all consultants are listed in Appendix D. Many of the consultants possess reflective materials as an artifact of their dissemination responsibilities in funded projects. Readers are encouraged to make contact with specific individuals relative to content of interest.

Fiscal concerns. It was difficult to estimate the extent to which a reliable fiscal agent was useful in a project such as RETOOL. California enjoyed the services of the San Diego State University Foundation which conducted all fiscal operations for the project. Fiscal concerns in the San Diego State University effort included payments for staff and field consultants and reimbursements for faculty participants. These were handled by the Foundation through a paper trail prepared by RETOOL staff. The process involved the collection of necessary material for payments. Staff followed essentially the following procedure:

1. Prior to a conference the RETOOL secretary distributed Foundation papers to all field consultants and faculty participants in solicitation of their necessary information and signatures.
2. Prior to the beginning of all conference the RETOOL secretary completed the collection of information and signatures.
3. Field consultants' fees were handled through a prepared consultant payment form that included the specific nature of their services.
4. All documentation was forwarded to the Foundation for processing.

The fiscal operation of RETOOL at San Diego State was conducted uneventfully, largely due to the cooperative efforts of the Foundation. While working through an agent like the Foundation limits the flexibility of a project relative to making arbitrary decisions along the way, and the completion of a seemingly unending trail of paper forms is sometimes an irritant, the service of a fiscal agent like the Foundation far outweighs any small problems occurring along the way.

Delivery and Content

The delivery model for California Project RETOOL remained like that articulated in the revision of the preliminary model. Delivery involved a conference-like setting in which small groups of faculty participants engaged selected field consultants over a two-day period. When all participating individuals had been solidified for a conference, the faculty participants were divided into groups that conformed to the number of field consultants on hand. Hence, twenty faculty participants became four groups of three and two groups of four in a six-field consultant workshop. In such a case, six break-out rooms were contracted for at the conference hotel so that each field consultant would have his/her own room. A schedule was prepared that allowed all groups of faculty participants to spend approximately one hour with all field consultants.

The schedule found all conferees in one room at the beginning of the conference. During that one-hour session, each field consultant spoke before the group for approximately ten minutes to the objective of introducing themself and the content of his/her session. Small management concerns were also handled during this initial session. Thereafter, through the necessary sessions to give all participants time with all field consultants, the conference would run itself with staff involvement necessary on rare occasions to break up a session that was running dramatically overtime. At some point in mid-afternoon of the second day, all conferees would again congregate in a general session for small management tasks, postassessment, informal feedback, and discussion of impact.

Field consultants had been oriented before the fact that participants would be looking for references to relevance in teacher education; that they would want specifics; and that they would benefit greatly from any materials distributed. While never directly stated as such, for it was never necessary, but nevertheless implied throughout, was the message that field consultants would have their university faculty colleagues where they have wanted them in the past. That is, in a place where the telephone doesn't ring, where papers and grades are not due, where meetings would not interfere, and where the message went from field to faculty rather than from faculty to field.

Faculty participants were also oriented by implication to their opportunity to spend relaxed time with people in the field who are making direct services work. The response by all conferees was excellent. Field consultants took their tasks quite seriously. They participated in their consultant roles nondefensively largely because the faculty participants did not place them in a defensive position.

The previous paragraph is of critical importance because of what the San Diego State University group, at least, suspected to be the flaw in the delivery model. With no data other than feelings to go on, there was some small amount of anxiety associated with the model, functioning directly from some suspicions of, for want of a term that best describes the dynamic more clearly, faculty arrogance. This anxiety was put to rest immediately. Through four conferences there occurred nothing that could be defined in any way other than straight two-way communication enthusiastically delivered and received.

The content of the conferences varied in response to needs assessment feedback. The content can be categorized as follows:

1. Early Childhood Education
2. Mainstreaming
3. Noncategorical Direct Services
4. Multihandicapped Direct Services
5. Career Education
6. Due Process in P.L. 94-142
7. The California Master Plan
8. Child Advocacy and the Law
9. Field Work in Specialist Credential Programs
10. Research in Special Education
11. Social Mapping within Classrooms

As the contents indicate, each area is one of primary concern in California, perhaps in other states as well.

Regional Conference

A pilot regional conference was conducted for selected teacher educators in special education at Reno, Nevada, on June 16 and 17, 1978. The objectives for this conference were:

1. To accomplish a broader perspective for the principles and programs implemented by Project RETOOL-California on professional development that would serve small and/or isolated institutions and individuals.

2. To come in contact with professional colleagues in areas of common concern for the purposes of professional renewal.

3. To increase the range of professional competence.

4. To introduce the concepts of Project RETOOL to other professionals in the western United States.

5. To systematize the idea of Project RETOOL to other institutions.

6. To encourage participants to seek institutional support for Project RETOOL.

7. To encourage participants to seek funding sources to continue implementation of Project RETOOL on a regional basis.

Participants

Organization efforts were established to invite representatives from institutions with faculty teaching in the area of special education to the conference from New Mexico, Idaho, California, Oregon, Washington, Arizona, and Utah. Twenty participants, whose names appear in Appendix F, attended the two-day conference. A workshop format was utilized. Participants were asked to respond to a variety of questions relating to the following concerns:

1. Feasibility of a regional RETOOL project;

2. Procedures that need to be developed in order to conduct a regional needs assessment;

3. What delivery system(s) would best serve a regional model; and

4. What funds would be necessary and what sources of funding might exist for implementing a regional RETOOL program?

Findings

Conference participants listed two major training concerns that might be served well by a RETOOL project. Those concerns were: (a) placement in the least restrictive setting, and (b) improved relationships between general and special education are at the preservice level. Participants were asked to rank needs in order of their priority which resulted in an ordering as follows:

4. Career Education
5. Multiple Disabilities
2. Litigation and Child Advocacy
3. Early Childhood Education
6. Research Techniques
1. Noncategorical/Multicategorical

The participants agreed that the delivery model(s) for a regional RETOOL project could be developed in several ways. Among those suggested were:

1. A linkage to existing Council for Exceptional Children programs,

2. A linkage to other professional associations serving the field of special education,

3. A utilization of a video tape exchange procedure to encourage professional growth on a self-paced basis, and

4. Development of teacher centers that emphasize professional growth and development in special education and include both teacher and teacher educators.

A request to rank-order various delivery models for a regional RETOOL program by the participants resulted in variety not unlike that of the original national needs analysis conducted by Project RETOOL. The models ranked in order of priority were:

3. Faculty Exchange
2. Postdoctoral Study
6. Independent Study
5. Classroom/Agency Involvement
7. Short On-Site Visitations
4. Summer Workshops
8. Other Workshops
1. Topical Conferences
9. Programmed Instruction
10. Media Packages

Consistent with earlier findings, the purpose of the training to be provided in a regional program was ranked as follows:

3. Update knowledge and skills in an area of expertise.
2. Respond to perceived community needs.
4. Gain knowledge and skills in areas of weakness.
1. Gain knowledge and skills in new area.

Problem Areas

The participants listed a number of problems that might be encountered in the implementation of a regional RETOOL program. The major problem identified was funding. All participants indicated that their institutions would support a regional effort to upgrade professional growth and development but securing funding from home institutions would be a considerable problem. Too, the participants felt that the following were the concerns to be considered:

1. Faculty time limitations due to institutional policies and work loads.

2. Disinterest by some faculty to the concepts presented.

3. Leadership--who or what institution would be the responsible party for the ongoing regional efforts.

4. How will the project be evaluated?

Recommendations

The results of the two-day conference indicate that regional RETOOL efforts are needed in Career Education, Litigation and Child Advocacy, Early Childhood Education, and Noncategorical/ Multicategorical training needs. Participants were most concerned with responding to perceived community needs and with gaining knowledge and skills in new areas. The delivery systems ranked highest included faculty exchange, postdoctoral study, classroom/ agency involvement, summer workshops, and topical conferences.

The participants were strongly in favor of faculty exchange as an effective means of developing a broader base for professional development, serve smaller institutions, isolated institutions, and field personnel. It was suggested that the Reno conference be viewed as a first effort to implement a faculty-communication exchange. In addition, the need of a regional newsletter was very evident. The newsletter would be: (a) a clearinghouse or exchange-center mechanism to list all regional institutions and faculty concerned with the professional growth and development of special educators; (b) a clearinghouse for the dissemination of information, data, personnel news, regulations, legislation, and commission hearings.

Participants indicated a genuine willingness to use the list of participants attending the Reno RETOOL conference as a basis for a communication link and future faculty exchange. Specific tasks and guidelines were identified as follows:

1. Identify institutions willing to follow through with both postdoctoral study and faculty exchange.

2. Develop a list of personnel and programs at the institutional level.

3. Search for financial support and investigate the feasibility of having existing programs expand their efforts to include a regional RETOOL program.

4. Arrange cooperative efforts of local educational agencies in order to accomplish broadly defined and dual pronged (school-university) in-service programs.

5. Develop a catalog of university administered direct service demonstration centers in the region.

6. Develop follow-up procedures to evaluate what happened, what were the benefits, and what are the continuing problems confronting a regional RETOOL concept.

7. Investigate the possibility of initiating a regional RETOOL newsletter, possibly connected to existing sources of inter/university communication systems and professional communication measures now in use.

Conclusions

The RENO conference may be used as evidence for a regional RETOOL program. All participants were enthusiastic about the possibility of such an effort, especially the change it offered to interact with professional colleagues in areas of mutual concern and interest. The workshop produced a first "faculty exchange" contact and all participants evaluated it as being helpful. Professional growth and development of teacher educators should be a major priority in funding decisions by funding agents at all levels, especially in the field of special education. The need to establish a regional RETOOL program was clearly supported by the Reno conference.

Observations

The business of recruiting participants for the California Project RETOOL conferences appeared in the beginning to be somewhat tenuous. The fact is that for a variety of reasons, none of the four conferences enjoyed the number of faculty participants that registered, and the typical preconference experience was fewer registered participants than could be feasibly handled. Project personnel and site reviewers were quite concerned with that condition at the end of the first operational year.

Subsequent consideration, however, tempered the concern of project personnel. While the second operational year featured a more careful attempt to solicit participation, another consideration was more directly addressed. Project RETOOL was aimed at providing professional renewal services for an enormously autonomous group of people whose participation was completely optional. Experience in in-service education at any level tells those who deliver such services that impact is largely an artifact of voluntary approach behaviors shown by participants, irrespective of the quality of the direct service. University professors are not essentially different from public school teachers in that regard. Those who choose to participate in the renewal experience do so for their own reasons and not reasons articulated by the in-service agency. Their reasons for participation are precisely the factors that auger for their successful experience in the renewal effort. Agencies engaged in in-service efforts ignore that fact at great peril. This agency conducted its renewal project on the basis that interested people would participate on the basis of their interests and their interests would serve to make the conferences successful.

The workshop format deserves comment. An unfortunate observation about the educational process is that the further one gets away from the three-unit educational psychology class, the less educational psychology is apparent in the educational process. Nothing is more exemplary of that observation than professional conferences which is the major source of renewal for most university faculty members. If people tend to learn what they do, then university faculty members learn how to read programs, and quietly listen to often nervous speakers read stilted papers written to be studied. For professional renewal, such a strategy, perhaps overdramatized above, makes for a fitful day's sleep.

RETOOL at San Diego State attempted to avoid such an experience. The workshop format, one-hour seminar-like sessions, featured interactions with interesting people on a topic selected by participants. The evaluation found that participants learned much of both personal and professional value.

Recommendations

The following recommendations are based upon the California Project RETOOL experience administered by San Diego State University and in no way seek to imply anything beyond the latter limitation:

1. Topical conferences should be relatively relaxed affairs, carefully planned, but conducted with sufficient flexibility that professional people can comfortably make professional decisions.

2. Consultants hired to serve faculty in-service purposes should come in with "dirty hands" ready to interact with faculty participants on the faculty's terms.

3. The only source of predictably useful content is the prospective participant.

4. People interested in a continuing RETOOL-like effort should seriously consider various approaches to faculty exchange.

APPENDIX A

FACULTY INTERVIEW OUTLINE

APPENDIX A

PROJECT RETOOL: FACULTY INTERVIEW OUTLINE

Name:____________________
Institution:____________________
Rank:____________________
Position:____________________

A. Academic Preparation

1. Undergraduate Degree:
   Major:____________________
   Minor(s):____________________
   If any of the above in special education, what area?____________________
2. Master's Degree:
   Major:____________________
   Minor(s):____________________
   If any of these in special education, what area?____________________
3. Doctoral Degree:
   Major:____________________
   Minor(s):____________________
   If any of these in special education, what area?____________________
4. Other Training:
   Related to special education:
   Area(s)____________________

B. Certification or Certification Eligibility

1. Regular education:
   Areas or levels:____________________
2. Special Education:
   Areas or types:____________________
3. Other certification or licenses:
   Specify:____________________

C. Work Experience

1. Regular education teaching:
   Area or level ____________________ Length of time______
   Area or level ____________________ Length of time______
   Area or level ____________________ Length of time______
2. Special education teaching:
   Area or type ____________________ Length of time______
   Area or type ____________________ Length of time______
   Area or type ____________________ Length of time______

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3. **Other Direct Experience with Exceptional Children:**

Clinical (specify): ______________________________

Types of Children Served: ______________________________

Psychology (specify duties): ______________________________

Types of Children Served: ______________________________

Additional (specify): ______________________________

Types of Children Served: ______________________________

D. University Experience

1. Research Published:

Area Involved ______________________________ # ________
Area Involved ______________________________ # ________
Area Involved ______________________________ # ________

2. Service Activities: (Consultations, Advisory Boards, etc.)

Area Involved ______________________ Length of time ________
Area Involved ______________________ Length of time ________
Area Involved ______________________ Length of time ________

3. Courses Taught

University or College ______________________ Dates ________ ________

Courses Taught:	BA	MA	Ph.D.

University or College ______________________ Dates ________ ________

Courses Taught:	BA	MA	Ph.D.

University or College ____________________ Dates ________ ________

Courses Taught Previously:	BA	MA	Ph.D.	
				Year:
				Year:
				Year:
				Year:
				Year:

University or College ____________________ Dates ________ ________

Courses Taught (To Be Taught) This Year:	BA	MA	Ph.D.

E. Areas of Expertise Within Special Education:

1. What do you consider to be your primary areas(s) of expertise?

____

____

2. Within the past three years, have you had to teach courses or advise graduate students not in your area(s) of expertise?
Yes____ No____
If yes, which: ____

____

____

F. Desire for Additional Training:

1. Do you feel the need for additional training at the present time?
Yes____ No____

2. If yes, for what purpose?
   a. Update knowledge or skills in areas of expertise____
   b. Respond to perceived community needs____
   c. Gain knowledge or skills in area of weakness____
   d. Gain knowledge or skills in new areas____
   e. Other (specify) ____

3. If yes, what areas of training would be most useful?
   a. Career Education____
   b. Multi-disabilities____
   c. Litigation and child advocacy____
   d. Early childhood education____
   e. Research Techniques____
   f. Non-categorical____
   g. Others ____
   ____

4. What model for training would appeal most to you?
   a. Faculty exchange____
      Length of time__________
   b. Post doctoral fellowship____
      Length of time__________
   c. Independent study (released time)____
      Length of time__________
   d. Return to classroom teaching____
      Length of time__________
   e. Short site visitations____
      Length of time__________
   f. Summer workshop____
      Length of time__________
   g. Other workshops____
      Length of time__________
   h. Topical conferences____
      Length of time__________
   i. Programmed materials____
      Length of time__________
   j. Media packages____
      Length of time__________
   k. Others (specify)____

G. Willingness to Participate

1. If a continuing education program were available next year or the year following, would you be interested in participating?
   Yes____ No____
2. What would facilitate your participation?____
3. What would limit your participation?____

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APPENDIX B

REPORT OF THE ADVISORY COMMITTEE

APPENDIX B

REPORT OF THE ADVISORY COMMITTEE

The Advisory Committee Meeting was held as scheduled and resulted in the adjustment of the proposal in some seemingly dramatic ways. However, while the appearance of the Advisory Committee's recommendations is dramatic, the substance of the recommendations can be summarized rather simply in the following ways:

1. Feedback from campus department chairs indicated that faculty members responded to the questionnaire with the solicited promptness and within the parameters of the instrument. That seemed to department chairs to indicate that while the responses were accurate, they did not show the full possibilities for content, delivery model, or conference process.

2. The Advisory Committee showed no confidence in the "expert consultant" delivery model, especially as that promised ongoing implementation of conference content.

3. The Advisory Committee showed consistent confidence in the value of those persons who make special education programs work at the delivery-to-target-children level. All members of the Committee advised very strongly that attention be paid to field-level people as sources of content input on a relatively systematic basis;

4. The Advisory Committee did show confidence in the Topical Conference format, as long as that format was adjusted to meet its suggestions relative to the utilization of field-level people.

In summary, the result of the Advisory Committee meeting is the change from the Topical Conference where an expert provides input to the Topical Conference where special education faculty and field-level experts interact together for the purpose of increasing faculty expertise relative to implementation models that are current, demonstrate efficacy, and are on the cutting edge of the development of new programs. It was explicitly apparent throughout the meeting that the result of Project RETOOL-California should be the development of a model or models for continuing professional development for university faculty members through the support of other professional organizations, individual university campuses, other funding agents. The interest in the goals of Project RETOOL-California was high and consistent, provided that those goals are objectified in ways that will insure lasting implementation.

It is on the basis of the Advisory Committee meeting that the program adjustments and budget changes have been made in the body of the proposal. Since the Advisory Committee is made up of a variety of key special educators in California, confidence was placed in their judgment and the changes were made. The San Diego State University representative to the meeting (Leif Fearn) is confident that the changes and adjustments make this proposal, perhaps somewhat unorthodox, but much more feasible by the target criterion of on-campus dissemination and implementation of Project RETOOL purposes.

APPENDIX C

ADVISORY COMMITTEE REPORT

APPENDIX C

ADVISORY COMMITTEE REPORT
September 30, 1977

The Committee met on the above data and pursued the following agenda.

I. Orientation to Project RETOOL-California

II. Review of 1976-1977

   A. Initial Proposal
   B. Advisory Committee Input (May 1976)
   C. Spring Conference 1977 (San Diego)
   D. Spring Conference 1977 (San Francisco)
   E. Conference Evaluations
   F. On-Site Evaluators

III. Proposal for 1977-78

   A. Response to Conditions for Refunding
   B. Budget

IV. Plans for 1977-78

   A. Needs Assessment results
   B. October 1977 Conference (Los Angeles)

      1. Content--The Law and Child Advocacy
         Field Work in Credential Programs
         The California Master Plan
         Early Childhood Education

      2. Presenters:

         a. Ronald Blazovic, Director of Special Education, Grossmond Union High School District

         b. Dru Stainback, Director of Special Education, Cajon Valley Union School District

         c. Tom Murphy, Director of Special Education, Santa Barbara Unified School District

         d. Donna Lehr, Director, Early On Project, San Diego State University

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e. Mary Hopper, Education Specialist, Child Services Demonstration Center

C. Spring 1978 Conference (Northern California)-- San Francisco or Oakland

1. Content--Assessment of Teacher Effectiveness
   Multiple Handicaps
   Research in Special Education

2. Call for Suggestions and Presenters

V. Prospects for 1978-79--Regional

A. Call for Suggestions

Advisory Committee attention for most of the meeting was on the Spring 1978 Conference, specifically with regard to the research focus. The following list of items reflect those with which the Director has to work in the development of the Spring Conference.

Research

1. Aspects of research that can be directly implemented.
2. Aspects of research that cause program change.
3. Aspects of research that dictate how university programs are formulated and how faculty members conduct themselves.
4. Aspects of research that lead to decision making.
5. Efficacy research--sensory motor, adaptive P.E., learning modalities, specific programs (Frostig, DAISY, Monterey, Distar, etc.).
6. Aspects of research that dictate the design of IEPs.
7. Aspects of research that relate to conditions--learning handicapped, speech handicapped, mentally handicapped, physically handicapped, gifted.
8. Focus on what we need to know from research.
9. Research leads associated with mainstreaming.
10. Review of Title VI data over the past decade.
11. Sociometrics and mainstreaming.

12. Research associated with program delivery.

13. Research associated with in-service education.

14. What should we be teaching pre- and in-service people about mainstreaming?

15. To what extent does objectifying-specifying target competencies affect learners?

16. The danger of implying causation from correlation.

17. Relationships between content and input models.

18. The importance of replication research.

19. What to focus on in observation in the classroom.

20. Regarding prospective presenters--A dozen or so possibilities were suggested, each associated with one or more of the nineteen focus items above.

Teacher Effectiveness

1. The teacher's impact on learners.

2. Legislation.

3. Foci--Style, Affect, Interpersonal.

4. Formal-informal effectiveness models and criteria.

5. Declining enrollment and assessment.

6. Assessment and promotion.

7. Assessment models regarding new personnel--Resource Specialist and Program Specialists.

Regarding prospects for 1978-79, the following items emerged from brainstorming on the basis that such a proposal would be regional.

1. The use of P.L. 94-142 as the A framework or umbrella.

2. What can states learn from one another?

3. What are the reciprocity characteristics?

4. What are the transportable models, procedures, ideas?

5. Universals in credential programs.

6. Formal sharing sessions--task directed.

7. Realities of program operation.

8. Staff development component in P.L. 94-142--Where and how does preservice and in-service fit together? Marrying the state, the district, and the university into a feasible unit.

9. The development of comprehensive pre- and in-service plans for both special and general education.

10. Aspects of regional planning for the delivery of direct services and teacher education.

11. Locations were discussed on the basis that the region is defined as west of the Rock Mountains to include the South Pacific. Three conferences were urged--Reno, Seattle, and Hawaii.

The Advisory Committee was pleased with the record of RETOOL 1976-77 and the plan for 1977-78. Enthusiasm was high for a third-year regional focus.

1. Orientation to RETOOL

2. Review of 1976-77

   a. Initial proposal
   b. Advisory Committee input
   c. Spring 1977--San Diego
   d. Spring 1977-San Francisco
   e. Evaluations
   f. On-site evaluators

3. Proposal for 1977-78

   a. Response to conditions--articulate conditions
   b. Budget

4. Conduct or Plans for 1977-78

   a. Needs assessment
   b. October Conference in Los Angeles--Content and Presenters
   c. November Conference in San Francisco--Change to Spring 1978--Content and Presenters

5. Prospects for 1978-79--Regional

Research

Aspects of research that can be put to work.

What will make me change any programs?

Focus on aspects that will influence how faculty conduct themselves and build programs.

How does research help me reach decisions on my programs?

Research on the recent efficacy of bandwagon programs:
1. Sensory motor
2. Specific programs: (a) stationary and (b) distant
3. Adaptive P.E.
4. Frostig
5. Teaching candidates
6. DAISY

What are the data that dictate the design of IEPs?

What does the research say on where we should be going in:
1. Mentally handicapped
2. Speech handicapped
3. Physically handicapped
4. Learning handicapped
5. Emotionally disturbed

What do we need to know--mainstreaming--Is it going to be better? How to organize? How to deal with staff?

Rand Research on Change
Houston, Texas

A review of Title III data over the past decade--those that have implications . . .

In-service--General education, special education

Sociometrics: Mainstreaming--Isratic ISU (see Dru) How to change hobo behavior?

What do we know on program delivery? On what do we base our delivery model decisions?

How to achieve generalization of specific behavior/competencies

What should we be teaching our students on mainstreaming?

To what extent does objectifying/specifying targets affect towns?

The changes of implying causation from research correlation does not mean causation.

What kinds of contact are more amenable to what kinds of input models.

REPLICATIONS

How to help reviewers to discriminate between research of projects on State level.

Looking to Influence Programs

Or what kinds of things should people focus in observation?

TEACHER EFFECTIVENESS

The Person	The Person's Affect on Pupil's Legislation
Style	
Affect	
Interpersonal	

FORMAL
INFORMAL

Aspects of Declining Enrollment and Assessment

Assessment and promotion

Assessment of new positions--Resource Specialist and Program Specialist

STRUCTURE HANDICAPS

LEGISLATION VS. CUSTOMERS

Dan Johnson
Almeda County
Director of Special Education

1978-79

1. Use P.L. 94-142 as a framework or um[illegible]lla.

2. What can one state learn from another--as theme.

3. What are the reciprocity/commonalities characteristics?

4. What do we have in common--what are differences?

5. What models/procedures/ideas are transportable?

6. Universals in credential requirements.

7. Kickoff of sharing sessions

8. Realities of program's operations

9. Staff development component in P.L. 94-142--Where does pre-service/in-service fit together? USOE funds for a plan on state level--state-district-university as a marriage.

10. Brainstorm--Negotiation on this

    Comprehensive in-service/preservice plan--general education, state

RENO
SEATTLE
HAWAII

APPENDIX D

PRESENTERS AT RETOOL CONFERENCES

APPENDIX D

PRESENTERS AT RETOOL CONFERENCES

Presenter	Title of Presentation
Dr. Ronald Blazovic Director of Special Education Grossmont Union High School El Cajon, CA	"Field Work in Credential Programs" Secondary Level
Dru Stainback Director of Special Education Cajon Valley Union School District El Cajon, CA	"Field Work in Credential Programs" Elementary Level
Tom Murphy Director of Special Education Santa Barbara Unified School District Santa Barbara, CA	"The California Master Plan"
Donna Lehr Early On Project San Diego State University San Diego, CA	"Early Childhood Education"
Mary Hopper Education Specialist Child Services Demonstration Center San Diego City Schools San Diego, CA	"The Law and Child Advocacy"
Bob Clark State Department of Education 721 Capitol Mall Sacramento, CA	"Title VI--Research"
Dr. Nancy C. Enell San Juan Unified School District Fair Oaks, CA	"Title VI--San Juan School District"
Dr. Elliot Markus San Diego State University San Diego, CA	"Mapping the Social Structure of the Class"
Harry Overline 5142 Masonic Avenue Oakland, CA	"Mainstreaming--Making it Happen"

Presenter	Title of Presentation
Jack L. Schuetz Director of Special Education Kern High School District Bakersfield, CA	"Vocational Education for Students with Exceptional Needs"
Dr. Robert McCabe Department of Education San Diego State University San Diego, CA	"Introduction of RETOOL to Other Professionals in the Western United States"
Dr. Jack Hailey Circle Preschool 758 Kingston Oakland, CA	"Circle Preschool"
Dr. Gene England Behavioral Sciences Institute 72 Fern Canyon Road Carmel, CA	"Behavioral Sciences Institute"
Dr. Donavon McClard Department of Special Education San Diego State University San Diego, CA	"Early On" Noncategorical Educational Intervention for Severely Multiply Handicapped Children"
Barbara Tiep 4731 Rositas Place Tarzana, CA	
Donald A. Welch East San Gabriel Valley School 4400 North Roxburgh Covina, CA	
Ron Harkness 3738 Walnut Avenue. Carmichael, CA	"Evaluation Section of I.C.A.N. Report"
Gilbert Williams 1009 A Ave., #11 Coronado, CA	"Assessment for Career Planning in Special Education"
Frank Taylor 401 21st St. Santa Monica, CA	"Implementing the California Master Plan for Special Education"
Clifton Shyrock Consultant for Special Education State Department of Education Sacramento, CA	"California Master Plan for Special Education"

APPENDIX E

PROJECT PERSONNEL

Personnel--San Diego State University Project RETOOL

Dr. Frances Ballantine Coordinator, Department of Special Education	Director of Record 1975-76, 1976-77
Dr. Donald Doorlag, Coordinator, Department of Special Education	Director of Record 1977-78
Dr. Leif Fearn, Professor, Department of Special Education	Director 1977-78
Ms. Barbara Olsen, Department of Special Education	Secretary
Mr. Richard Hosey, San Diego Community College District	Graduate Assistant 1977-78

APPENDIX F

PARTICIPANTS IN REGIONAL CONFERENCES

John Beitia
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Nila Bender
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Riverside, CA

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Jack Cole
New Mexico University
Las Cruces, N.M 88002

Dennis J. Fahey
Oregon College of Education
Monmouth, OR 97361

Leif Fearn (Project Director)
San Diego State University
San Diego, CA 92186

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Pepperdine University
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Lewiston, Idaho

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San Diego, CA

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Arizona State University
Tempe, Arizona

Janice M. Schnorr
Northern Arizona University
Flagstaff, Arizona

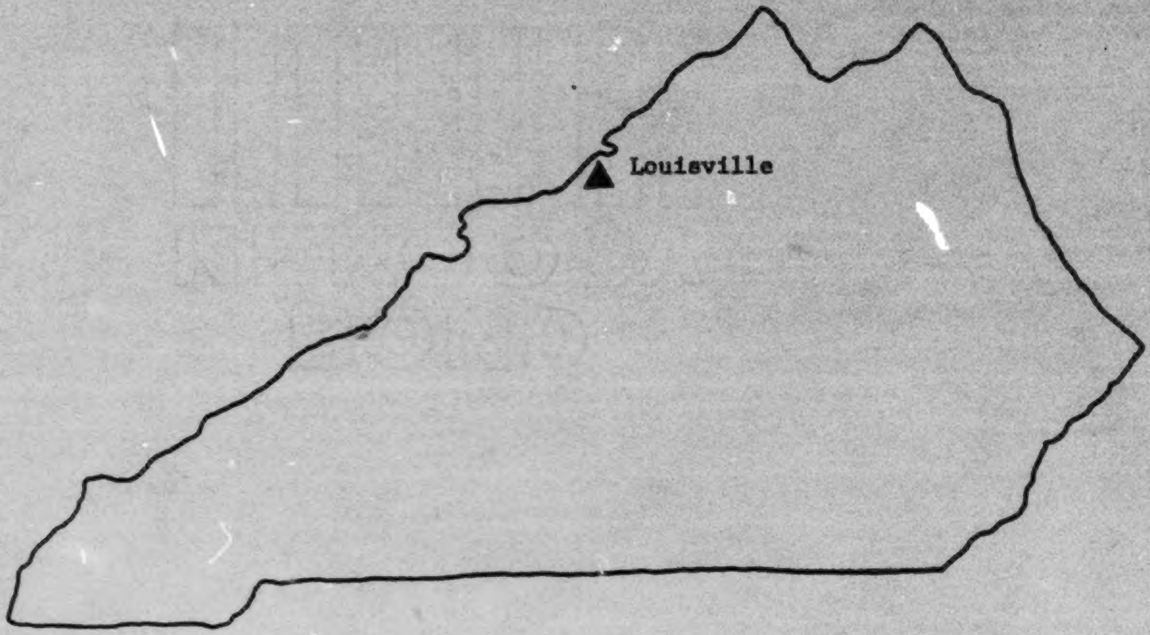
Paul N. Toole
Lewis and Clark College
Portland, Oregon 97219

Art Wilcox
Pacific University
Forest Grove, Oregon 97116

APPENDIX G

Cooperating Institutions

1. California Lutheran College
2. California State College, Bakersfield
3. California State College, Dominguez Hills
4. California State College, Sonoma
5. California State College, Stanislaus
6. California State University, Chico
7. California State University, Fresno
8. California State University, Fullerton
9. California State University, Hayward
10. California State University, Long Beach
11. California State University, Los Angeles
12. California State University, Northridge
13. California State University, Sacramento
14. Chapman College
15. Dominican College
16. Humboldt State University
17. Mount St. Mary's College
18. Peperdine University
19. San Francisco State University
20. San Jose State University
21. San Diego State University
22. University of California, Riverside
23. University of the Pacific
24. University of Southern California


Louisville

PROJECT RETOOL: Kentucky

Marvin Holmes, Project Director

PROJECT RETOOL: KENTUCKY

Dr. Marvin C. Holmes
University of Louisville
and
Dr. John R. Moyer
Russell Sage College

Introduction

Project RETOOL has been a very timely endeavor for the special education teacher trainers in the Commonwealth of Kentucky. The State Department of Education's Division of Teacher Certification has just recently approved a new set of certification requirements which, although they do not go into effect until school year 1980-1981, will have a considerable influence on the roles and responsibilities of individual teacher trainers in special education. These new requirements will consolidate several existing certification tracts, those pertaining to teaching the Educable Mentally Handicapped, the mildly Behaviorally Disordered, the Orthopedically Handicapped, and the Learning Disabled, into one new certification area, Learning and Behavior Disorders. Thus, many of Kentucky's special education teacher trainers, most of whom were trained in programs emphasizing one specific handicapping condition, will now be called upon to redesign their programs to reflect a broader approach to teacher preparation. University personnel responsible for teaching characteristics, curriculum and methodology courses will now have to modify those courses to reflect content appropriate to the needs of the variety of handicapped conditions included within the definition of Learning and Behavior Disorders as opposed to the one specific type of learning difficulty which is the case for most existing programs.

In addition, the passage of P.L. 94-142, The Education for All Handicapped Children Act of 1975 and its implications for cooperative manpower planning, as well as pre- and in-service training, have resulted in increased demands being placed upon Kentucky's special education teacher trainers and teachers in the field.

Historical Perspective

Prior to the implementation of Project RETOOL, Kentucky's special education teacher trainers essentially relied upon independent study, the professional literature, and participation in regional and national conferences and workshops to meet their continuing education needs. Kentucky's Department of Education,

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via the Bureau of Education for Exceptional Children, has also provided some training opportunities in the form of workshops, primarily pertaining to the implementation of P.L. 94-142, held in various locations within the state.

The Kentucky State Department of Education, particularly the Bureau of Education for Exceptional Children (BEEC), has worked together on a number of endeavors with the fourteen colleges and universities in the Commonwealth of Kentucky which offer special education teaching training programs. However, most of these cooperative endeavors have pertained to areas other than continuing education for special education university personnel. For example, BEEC agreed to assume the costs of printing and disseminating the three major documents formerly produced by the Training Consortium of Institutions Preparing Teaching Personnel for Handicapped Populations. The latter was a Bureau of Education for The Handicapped (BEH) supported cooperative manpower planning project completed upon the expiration of Federal support for that project.

Rationale

The evolution of Kentucky's particular approach to providing continuing educational opportunities for special education teacher trainers through the auspices of Project RETOOL resulted from a number of concerns. Among these, the need to provide retraining to meet the changing demands made of university personnel resulting from Kentucky's revised teacher certification requirements and the passage of P.L. 94-142 were key factors.

Beyond merely providing retraining activities, it was the intent of Project RETOOL to do so in such a way as to accomplish each of the following:

1. Reflect the specific continuing education needs of Kentucky's personnel as individually expressed by them;

2. Provide multiple modes of participation for all activities undertaken, via several learning alternatives (VTRs, cassette recordings, written summaries, resource packages, etc.) so as to permit involvement by those who may be unable to take part in the primary training activities (workshops);

3. Provide the quality of training locally that historically was available only by the time consuming and expensive process of participation in national training ventures; and,

4. Provide training and materials that were conducive for easy transfer to implementation in the college classroom.

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Objectives

The general objectives of Kentucky's Project RETOOL involved providing special education college/university personnel with training alternatives as necessary to enable them to: (a) teach, as necessity may dictate, teacher preparation courses in other than their primary areas of expertise; and, (b) update their own knowledge and skills within their areas of interest and expertise.

Design

The development of the model employed by Project RETOOL involved the direct participation of as many of Kentucky's special education teacher trainers as possible. Prior to engaging in the actual design process, a needs assessment was performed during the Spring of 1976 to ascertain the preferred training modalities to be employed in RETOOL continuing education activities and the topics for such activities as well as the perceived purposes for such undertakings. The procedures and result of the 1976 needs assessment and its 1977 counterpart, the model development process, and the resulting model are discussed in the following sections.

Needs Assessments and Findings

During the Spring semester of 1976, the project director and project graduate assistant conducted on-site interviews, using the interview format and questionnaires provided by the Executive Board of Project RETOOL. Forty-seven special education teacher trainers representing the following universities in Kentucky agreed to be interviewed:

1. Brescia College
2. Eastern Kentucky University
3. Kentucky Wesleyan College
4. Morehead State University
5. Northern Kentucky State College
6. Murray State University
7. Pikeville College
8. University of Kentucky
9. University of Louisville
10. Western Kentucky University

The needs assessment efforts were restricted to no more than ten universities meeting the specifications provided by the Project RETOOL Executive Board.

Table 1 depicts the perceived purposes of Kentucky's special education teacher trainers regarding their needs for continuing educational opportunities. Although there is no question that all listed purposes are consequential to being an effective teacher trainer, it should be noted that the acquistion of knowledge and skills in new areas seemed to be the most prominent such purpose.

This may be accounted for by the new demands being made of Kentucky's university personnel resulting from the change in teacher certification requirements at the state level and by the implementation of P.L. 94-142 at the national level.

Table 1

Year I Needs Assessment
Perceived Purposes for Engaging In Retraining Activities

State Purposes	*Number	Percentage
Update Knowledge or Skills in Areas of Expertise	22	49%
Respond to Perceived Community Needs	19	42%
Gain Knowledge or Skills in Areas of Weakness	29	64%
Gain Knowledge or Skills in New Areas	37	82%
Other	16	36%

*N=45, 45 respondents indicated a need for retraining, 2 respondents felt they needed no such training.

Table 2 presents the results of the 1976 needs assessments as it pertains to the preferred models for providing retraining activities in Kentucky. Only those models found acceptable by at least 50% of the surveyed population are depicted in this table. "Workshops" and "topical conferences" appeared to be the most preferred of the possible models followed by "independent study" which was acceptable for fewer respondents (24) but received a slightly better ranking than both "other workshops" and "topical conferences." The model eventually developed was designed to incorporate each of these preferences with the exception of "short site visitation."

The results of the 1976 needs assessment topics for retraining during 1977, the first year of implementation, are presented in Table 3. "Litigation and Child Advocacy" and Multidisabilities" were the two topics approved by Kentucky's Project RETOOL Steering Committee for Year One continuing education activities primarily on the basis of the number of respondents indicating an interest in such topics and their relationship to Kentucky's new certification requirements and the implementation of P.L. 94-142.

TABLE 2

YEAR I NEEDS ASSESSMENT PREFERRED MODELS FOR RETRAINING ACTIVITIES

Model	*Number Indicating Acceptable As Model	Percentage of Total Respondents Indicating A Acceptable Model	Mean Ranking
Independent Study	24	51%	2.9
Short Site Visitation	24	51%	3.5
Summer Work	37	79%	2.6
Other Workshops	29	62%	3.1
Topical Conferences	27	57%	3.3

*N-47

TABLE 3

YEAR I NEEDS ASSESSMENT PERCEIVED AREAS OF NEEDED RETRAINING

Area	*Number	Percentage
Career Education	10	22%
Multidisabilities	20	44%
Litigation and Child Advocacy	23	51%
Early Childhood Education	16	36%
Research Techniques	17	38%
Noncategorical	12	27%
Other	20	44%

*N=45

A second needs assessment was performed during 1977 to determine potential topics for Project RETOOL activities conducted during the 1977-78 school year. This effort involved a two phase mail survey rather than the direct interview approach employed during the first needs assessment. All of Kentucky's universities with special education teacher training programs were surveyed rather than the restricted number of universitites which characterized the initial effort.

During phase one of the 1977 undertaking, each of Kentucky's special education teacher trainers received a one page form listing the topics "left over" from 1976 as well as those which were identified under the "other" category from the earlier needs assessment. Respondents checked those topics which were of interest to them and rank ordered such topics in terms of their preference for RETOOL attention (the phase one questionnaire is found in Appendix A). They were also provided the opportunity to identify additional topics of concern and potential consultants for such topics.

The results of phase one were tabulated and a new questionnaire was developed which employed the same response format as that used in phase one. The phase two questionnaire (see Appendix B) included a summary of the phase one survey and also listed the additional topics identified by respondents during phase one. Table 4 depicts the results of phase two with regard to the three most desired topics which were to become the focus of 1978 RETOOL retraining activities.

TABLE 4

YEAR II NEEDS ASSESSMENT:
MOST PREFERRED TRAINING TOPICS

Area	*Number	Percentage	$\bar{X}$ Ranking
Grant Writing	39	46%	2.6
Career Education for the Handicapped	36	42%	2.8
Early Childhood Education for the Handicapped	33	38%	2.8

*N=85

Development of Model: Ideal

The model employed by Kentucky's Project RETOOL was developed by one of the department representatives participating in the Kentucky Training Consortium of Institutions Preparing Teaching Personnel for Handicapped Populations (A. Edward Blackhurst, University of Kentucky, 1976). It was felt that this particular model afforded a number of advantages for the type of continuing education activities being proposed at that time. Specifically, the model defines the major activities required to implement the training program, illustrates their sequence and depicts the interrelationship among such activities. The modular approach characterizing the model typifies the instructional approach adopted by many of Kentucky's training programs thus facilitating the transition from RETOOL training to college classroom application. The utilization of "learning alternatives", inherent in the model, enhances the probability that a larger audience can be reached since participation in actual workshops is not the sole method of benefitting from the training activities. Finally, the model allows sufficient flexibility as to incorporate a variety of approaches (workshops, independent study, etc.) which should result in a broader range of appeal to the prospective audience.

Advisory Committee

The formalization of Kentucky's model involved submitting it for consideration by a Steering Committee (see Appendix C) which had, as its purpose, to oversee the general operation of the project. This group consisted of one representative from each of Kentucky's universities with special education teacher training programs and the director of the Bureau of Education of Exceptional Children of the Kentucky State Department of Education. This particular group had also served on the Executive Board of the Training Consortium of Institutions Preparing Teaching Personnel for Handicapped Populations and had developed a good working relationship prior to the implementation of Project RETOOL.

The Steering Committee held its first formal meeting during the 1977 Spring Conference of the Kentucky Federation of the Council for Exceptional Children. At that time, the proposed model was discussed and approved for submission to the parent RETOOL Project housed at The University of Alabama.

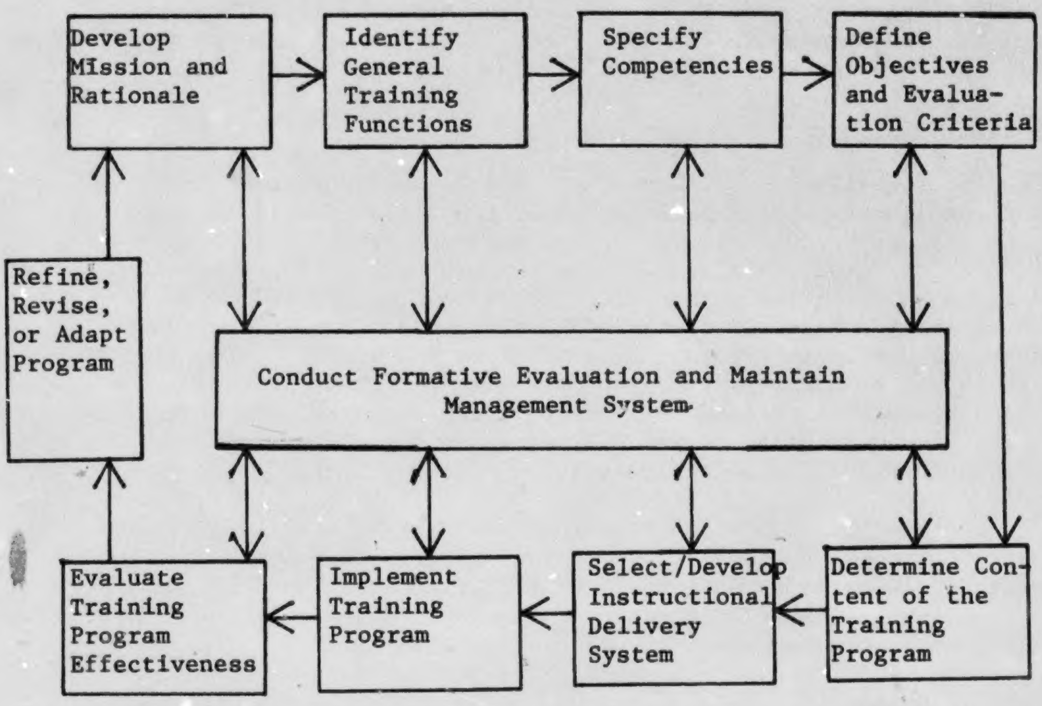
Fiscal Arrangements

The operation of Kentucky's Project RETOOL was subsidized through a subcontract agreement with The University of Alabama Project RETOOL. Five thousand dollars was appropriated for the Spring of 1976 to be used in conducting the initial needs assessment and to develop the proposed model. The subsequent subcontract were managed on a cost reimbursement basis reflecting line item budgets amounting to twenty thousand, eighteen dollars for school year 1976-77 and thirty one thousand, eight hundred dollars for the school year 1977-78.

All expenditures made for the duration of the project were subject to the approval of the project director's department chairperson and college dean and the University of Louisville's Office of Restricted Accounts. Three no-cost extensions were granted, one at the expiration of each subcontract period, to permit fulfillment of contract obligations. These extensions were necessary because of the late notification of funding for each contract period.

Model: Design of Ideal

The model originally proposed for application in Project RETOOL activities in Kentucky is graphically illustrated in Figure 1.


Develop Mission and Rationale
Identify General Training Functions
Specify Competencies
Define Objectives and Evaluation Criteria
Refine, Revise, or Adapt Program
Conduct Formative Evaluation and Maintain Management System
Evaluate Training Program Effectiveness
Implement Training Program
Select/Develop Instructional Delivery System
Determine Content of the Training Program

This model was felt to be very functional as it defines the major activities that must be conducted to implement the training program, illustrates their sequence, and also depicts the interrelationship among the activities. The double-headed arrows indicate that the model is flexible. Any single element can be revised based upon feedback relative to any other element as well as feedback obtained specifically in relation to each element by the on-going formative evaluation processes.

Following are descriptions of each element of the model and the ways they were to be applied to Kentucky's Project RETOOL. Examples are also provided to further illustrate the application of the approach.

Component 1: Develop Mission and Rationale

This element serves as the conceptual underpinning for the training program. The general mission for Project RETOOL in Kentucky involves providing special education college/university faculty with training alternatives relative to their perceived continuing education needs and requirements necessary to enable them to: (a) teach, as necessity may dictate, teacher preparation courses in other than their primary areas of expertise; and (b) update their own knowledge and skills within their areas of interest and/or expertise.

The general rationale for this mission may be found in the increased emphasis in the field of special education, which is being placed on preparing teachers of the learning and behaviorally disordered child. Many of the existing university/college faculty were trained in programs which were designed to prepare teacher trainers in the individual specific generic areas (educable mentally handicapped, emotionally disturbed, orthopedically handicapped, and learning disabled). These generic areas are now being consolidated into the single classification of the learning and behaviorally disordered. As a consequence, many so trained faculty are, or will be, called upon to teach courses, supervise, and advise prospective teachers in areas outside their formal training. This potential demand necessitates the formulation and accessibility of a system for meeting the specific retraining and continuing education needs which will accompany such a widespread alteration of the general nature of special education teacher preparation.

Component 2: Identify General Training Functions

The general training functions for this proposed project were identified by the initial needs assessment. Faculty representatives of the ten participating institutions were interviewed and asked to indicate their perceptions of retraining purposes and general areas of retraining needs.

Component 3: Specify Competencies

Should the general training functions prove too broad for program design purposes they were to be task analyzed into competency statements which would define what the prospective participant should be able to do upon completing one of the various learning alternatives for any given training topic. For example, if one of the general functions was to develop training in working with parents, the following competencies might comprise the refined statement:

3.1 Collate and validate information pertaining to a learning and behaviorally disordered child's physical and social home environment, including parent-child, parent-parent, and child-child interaction, by means of structured interviews, rating scales, standardized questionnaires, or direct observation.

3.2 Functionally analyze parent-child interactions.

3.3 Develop and maintain communications with parents by means of written messages (including progress reports), telephone calls, and parent conferences.

3.4 Manage and conduct parent conferences by: (a) determining situations in which conferences are necessary, (b) setting objectives for conferences, (c) facilitating parent attendance, (d) interacting with parents, (e) evaluating the conference, and (f) developing and using follow-up procedures.

3.5 Advise and supervise parents in dealing with problems concerning their retarded children, including: (a) advice on local, state, regional, and national resources and services; (b) provision of information and materials to help them understand their children and their exceptionalities, and (c) assistance in setting up and implementing home management strategies.

3.6 Work with groups of parents on problem-solving activities.

Component 4: Define Objectives and Evaluation Criteria

In many respects, the competencies defined by Step 3 activities may still be too broad for instructional design purposes. In the previous example, one of the competencies dealt with parent conferences. Several objectives related to parent conferences might be generated. Objectives may be specified in the following specific areas: (a) establishing rapport, (a) parental concern, (c) constructive criticisms, (d) resolving parental conflicts,

(e) problem-solving strategies, and (f) general "do's and don't's" as they pertain to working with parents.

Each competency would be subdivided into its component objectives which would serve as the basis for designing the instructional program. The objectives would include: (a) the conditions under which the behavior was to take place, (b) the behavior to be demonstrated in measurable terms, and (c) the criterion level which would be indicative of attaining mastery of the objective. This format permits the inclusion of the evaluation component within the objective itself. Thus, an objective related to "parental concern" may be stated as: "Given no assistance, the learner will list at least 7 of the 8 parental concerns suggested as characterizing most parents of exceptional children, as discussed in Phase III of the 'Working with Parents' module narrative."

The learner (college professor) would be held accountable for demonstrating mastery of this objective and, in keeping with the letter and spirit of competency-based instruction, would recycle the various learning alternatives until mastery was indicated.

Component 5: Determine Content of the Training Program

Once specific objectives are delineated, the content of the training program may be selected. The identification of these objectives will facilitate decisions pertaining to specifying the actual composition required of the learning activities. For example, the competency statements and their related objectives and subobjectives should enable the planners to outline the information and the instructional experiences which need to be provided. This will enable the participants to meet those objectives and acquire the competencies.

In-state personnel possessing expertise in areas related to the specified competencies were contracted to solicit their services or direct participation. Availability of the Resource File of Kentucky's College and University Faculty Personnel Who Teach or Provide Services in the Area of Special Education, 1975-76 published by the Kentucky Training Consortium in Special Education enabled the program planners to locate "expert assistance" entailing a minimum expenditure of both time and money.

Component 6: Select/Develop Instructional Delivery System

Accomplishment of Steps 1-5 should provide planners with the necessary information with which a decision could be made on the particular model to be employed to accomplish specified retraining objectives. At this stage, the flexibility of this proposed retraining approach afforded program planners considerable advantage in relation to the retraining goals.

The nature of the proposed program objectives and content may now be interfaced with a variety of service delivery models. This permits selection of models which may be feasible and desirable for conveying that content and meeting those objectives from the perspective of program planners and prospective participants.

The following format was to be used as the vehicle for transmitting information regarding RETOOL retraining activities prior to the actual implementation of each phase of the program:

6.1 Rationale: Explains the purpose and significance of the particular objectives to be dealt with by the module.

6.2 Preassessment: Tells the learner what may be done to demonstrate mastery of module objectives in lieu of participating in module activities should the particular competencies be present prior to such activities.

6.3 Objectives: Lists and defines the competencies to be demonstrated.

6.4 Prerequisites: Tells what the learner should know or have done prior to entering the module.

6.5 Learning Alternatives: Provides the learner with at least two different approaches which may be selected to meet the module objective(s).

6.6 Postassessment: Tells the learner what must be done to demonstrate mastery of module objectives after taking part in the learning activities.

6.7 Remedial Suggestions: Provides the learner with the opportunity of meeting with the module manager to discuss strategies which may be used to correct or remediate problems encountered in meeting criteria on Posttests and/or Tasks.

This format was to be followed regardless of the particular training model selected. Several of the retraining models proposed by the Teacher Education Division of The Council for Exceptional Children, for survey purposes, may be included as "Learning Alternatives." Therefore, the individual prospective participants will be notified in advance of the specific purposes, content, and competencies to be developed by any particular RETOOL endeavor. In addition, the participants will be afforded the opportunity of selecting, from several learning alternatives, the approach he finds most desirable in view of his needs and the constraints under which he may be operating at that time.

Thus, a "topical conference" may be listed as one of the "Learning Alternatives" in relation to a particular set of competencies and their related objectives. Should any interested instructor find the date, duration, location, or the conference not feasible for him, he could still select and receive, on a loan basis, a VTR of that conference and discussions which may have ensued. A third potential "Learning Alternative" may involve the distribution for viewing of several copies of the VTR with written instructions to be viewed at a prespecified time and date. A conference-call hook-up would permit participants at several locations throughout the state (or region) to interact with featured conference speakers/presenters.

Specific workshops may be required in order to provide for the more active involvement of college/university participants in relation to some competencies and their related objectives. These workshops may involve participation in simulation activities, development of products, etc., which would require the availability of an "expert" to provide direction and feedback to the participants. In such cases, participants in these "Learning Alternatives" could become facilitators for similar activities to be held at more convenient times, dates, and locations for other individuals unable to attend the original functions. Media packages, VTRs, etc., could be developed based upon the original activities. Retrained facilitators could then supervise and direct "spin offs" of the original workshop in other areas throughout the state (or region). These "spin offs" would be scheduled in relation to variables which may permit the direct participation of personnel unable to interact in the primary endeavors.

Products, media packages, materials, etc., developed in conjunction with all primary and secondary alternatives could be compiled, stored, and disseminated from one central location. Thus, "Learning Alternatives" could be accumulated over time and modified, refined, or left intact, depending upon their effectiveness in meeting retraining needs. When feasible, self-instructional packages could be developed and made available along with the other "Learning Alternatives" on a request basis.

Component 7: Implement Training Program

By taking advantage of qualified in-state personnel, resources and technical assistance available through the Area Learning Resource Center, located at The University of Kentucky, and the inter- and intrainstitutional communication possibilities, program implementation would have been feasible as early as Fall 1976. Prototype retraining activities utilizing the competency-based model would have been accessible to college/university faculty in Kentucky within a few months of completion of the needs assessment refinement activities (described in Step 3).

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Component 8: Evaluate Training Program Effectiveness

Each retraining activity would be evaluated in relation to both short- and long-range effectiveness. For short-range, immediate feedback would be solicited from participants in relation to the following variables:

8.1 Service delivery model employed

8.2 Competencies and objectives covered by the retraining activities

8.3 Content, personnel, materials, packages, etc. employed in retraining activities

8.4 Modifications, deletions, additions necessary to improve the retraining activities

8.5 Effectiveness of retraining activities in meeting direct needs of participants.

Long-range evaluation would be performed by conducting surveys of college/university personnel regarding variables 8.1-8.5 once the participant has used the acquired competencies in their respective teacher education programs. Additional information would be provided by each participating institution through follow-up evaluations of program graduates. The inclusion of evaluation procedures designed to collect such data may be facilitated by virtue of the Kentucky Consortium's direct involvement in the planning of such activities. For example, a task force is presently being formed which involves representatives of all participating Consortium institutions. This task force will have as its general mission the development of evaluation strategies for collecting data from program graduates, their supervisors, and the recipients of their services. Such data requirements would reflect specific concerns of individual programs as well as more uniform priorities as they apply to all special education teacher training programs in Kentucky.

Component 9: Refine, Revise, or Adapt Program

Based upon the data collected in each retraining function, decisions could be made regarding modification, if any, needed to preserve or improve the quality of RETOOL activities. Similarly, as new knowledge, methods, materials, etc., became available, the program components would be updated to reflect the most current research and thinking available. The confirmation of these activities should result in the availability of retraining programs which would meet the continuing education needs of RETOOL service recipients.

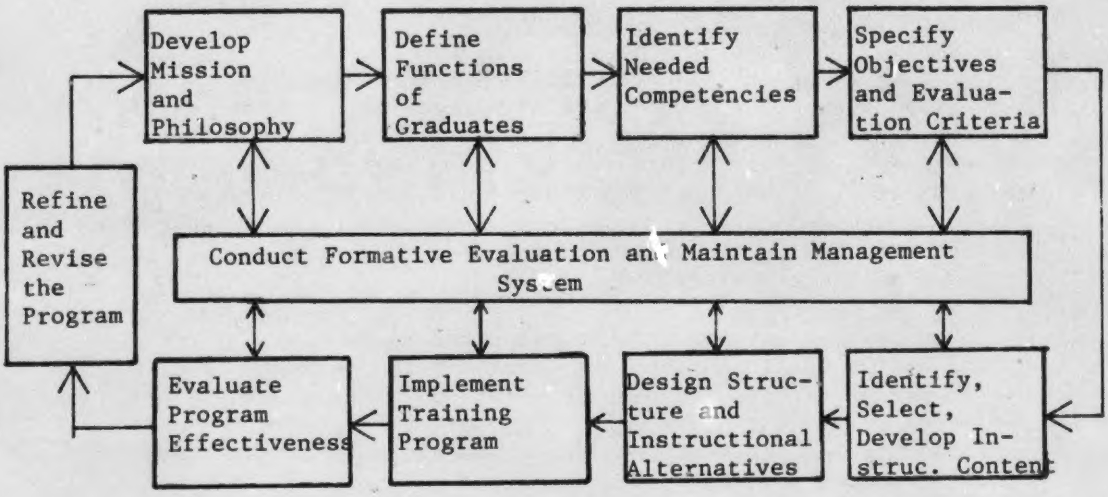
Component 10: Conduct Formative Evaluation and Maintain Management System

Two forms of evaluation were to be employed to assess the value of RETOOL's training activities and the utilize of the procedures implemented to deliver such services. Formative evaluation was to be performed by the project staff relative to the internal operation of the project, the training materials developed, and the processes used in their development. Such data, once collected, would be a source of immediate feedback which could determine needs for procedural modifications while the project was in operation.

In addition, summative evaluation was to be performed by an external evaluator who would independently analyze trainee reaction data collected by project staff. During the course of the project, the external evaluation would also collect and analyze follow-up data from RETOOL participants and their students.

Implementation of Model

The model employed in all of the Project RETOOL's training activities in Kentucky is illustrated in Figure 2.


Develop Mission and Philosophy
Define Functions of Graduates
Identify Needed Competencies
Specify Objectives and Evaluation Criteria
Refine and Revise the Program
Conduct Formative Evaluation and Maintain Management System
Evaluate Program Effectiveness
Implement Training Program
Design Structure and Instructional Alternatives
Identify, Select, Develop Instruc. Content

Component 1: Develop Mission and Philosophy

This component served as the conceptual underpinning for the training program. The general mission for RETOOL in Kentucky involved providing special education college/university personnel with training alternatives relative to their perceived continuing education needs as necessary to enable them: (a) teach, as necessity may dictate, teacher preparation courses in other than their primary areas of expertise; and (b) update their own knowledge and skills within their areas of interest and expertise.

Component 2: Define Functions of Graduates

The general training functions for school years 1976-77 and 1977-78 identified by needs assessments were conducted during the spring and early summer of 1976 and summer and fall of 1977. On-site interviews were conducted by project staff at each of the participating universities involving as many special education faculty members as possible in order to identify their retraining needs during the first needs assessment; the 1977 assessment was conducted by mail in two phases.

Year I needs were as follows: (a) child advocacy and legislation and litigation as they pertain to exceptional children, and (b) preparing teaching personnel for severely/profoundly handicapped populations. Year II needs consisted of: (a) grant writing, (b) early childhood education for the handicapped, and (c) career education for the handicapped.

Component 3: Identify Needed Competencies

The training functions identified in Component 2 were generally too broad for program design purposes. During Year I, each university representative was asked to informally poll their colleagues to solicit specific information regarding retraining concerns within the identified topical areas. The results of this refined needs assessment were transmitted to the consultants employed to develop the Instructional Design Specification (IDS) for each of the two areas.

During Year II, the individuals hired to develop the Instructional Design Specifications for Grant Writing generated the competency statements independent of the population surveyed by the needs assessment. The general competency statements for career education and early childhood education were taken directly from the competency statements expressed by the Kentucky Division of Teacher Certification in their guidelines for special education teachers.

The competency statements which evolved from this process were stated as follows:

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Year I

1. Child Advocacy, Legislation, and Litigation: "The special education teacher trainer should be able to present, develop and make assignments, and evaluate students regarding history, current and future implications of litigation (legislation and child advocacy), and the education of handicapped children."

2. Educational Provisions and Procedures for the Severely/Profoundly Handicapped: (Special education teacher trainers should have a general knowledge) . . . "of current trends and developments which pertain to the education of persons with severe developmental disabilities. This will (necessitate knowledge) of state and federal legislation, the behavioral attributes of the population, the revolving role of the classroom teacher, the need for criterion-referenced assessment instruments, the prescription of instructional programs, the implementation of empirically verified methodologies and the role of parents in the education process."

Year II

1. Grant Writing: "In order to take maximum advantage of the various sources of financial support available through public and private channels, the special education teacher must have knowledge of those funding sources, the legislative processes that affect the availability and the more effective proposal design techniques being employed at the current time."

2. Early Childhood Education for the Handicapped: "Special education teacher training programs shall include:
   a. Curriculum modifications for preschool exceptional children.
   b. Methods and materials for preschool exceptional children.
   c. Concept and social development of preschool exceptional children." (Kentucky Department of Education, 1978)

3. Career Education for the Handicapped:

"Special education teacher training programs shall include:

a. Procedures for modifying curriculum to include concepts related to preparation of exceptional children for employment.
b. Establishing and implementing work-study programs.
c. Vocational and career education instructional materials and methods.
d. Roles and responsibilities of vocational rehabilitation and other agencies in preparation of exceptional children for gainful employment."

Component 4: Specify Objectives and Evaluation Criteria

The competency statements developed in Component 3 were task analyzed into specific objectives by the developers of the Instructional Design Specifications (IDS). A sample completed IDS which illustrates the relationship between competency statements and objectives may be found in Appendix D.

Evaluation procedures were also suggested by the IDS developers as potential means of assessing mastery of these objectives. The consultants who were employed to conduct the training functions developed and administered their own assessment instruments in general adherence with these suggested procedures.

Component 5: Identify, Select, Develop Instructional Content

Based upon the specified competencies and objectives, the IDS developers provided suggestions regarding the instructional content which they believed would be necessary to facilitate the mastery of each of the objectives and the development of the indicated competencies. This information was made available to the consultants who later conducted the workshops. During Year I, the workshops were not conducted by the same persons who developed the IDS. During Year II, the same persons developed the IDS and conducted the workshops.

Component 6: Design Structure and Instructional Alternatives

In accordance with the data collected during the 1976-77 needs assessment phase, the primary learning alternative employed for the duration of the project was a two-day workshop involving national and local authorities on the specified topics. Additional learning alternatives (VTR, audio cassettes, written summaries) were developed based directly upon the content of the workshop. The written summaries of Year I activities were developed by the RETOOL staff; during Year II, the consultants were reimbursed for developing such summaries in addition to planning and conducting the workshops.

Module outlines (see Appendix E) were developed based upon the Year I workshops. The modules were distributed in conjunction with the utilization of the remaining learning alternatives. The basic format employed in constructing these outlines were as follows:

6.1 Title--Identifies topic.

6.2 Competencies--Identifies general knowledge and/or abilities needed by special educators in relation to the topic.

6.3 Rationale--Explains the purpose and significance of the stated competencies.

6.4 Objectives--Lists process requirements of attaining stated competencies.

6.5 Learning Alternatives--Lists strategies and available RETOOL products which may be employed to accomplish stated objectives.

6.6 Resource Personnel--Identifies by name and agency persons who participated in the original workshop and are willing to assist others who may elect to engage in the various learning alternatives.

6.7 Additional Participants--Identifies remaining workshops' participants.

Those individuals who participated in the workshops were also asked to serve as resource persons for their colleagues. Persons agreeing to serve in the resource capacity were asked to perform the following functions:

1. Promote participation by their colleagues in the learning alternatives.
2. Answer questions and clarify concepts covered by the learning alternatives, or refer them to appropriate RETOOL staff.
3. Share resources distributed to workshop participants but not provided to those who engaged in related learning alternatives (books, etc. for which the RETOOL office no longer has sufficient funds to permit purchase and distribution).
4. Assist RETOOL staff in obtaining feedback from participants in the various learning alternatives.

Component 7: Implement Training Program

When the activities required of Components 2 through 7 were completed, the primary retraining activities (workshops) were conducted. Based upon the two workshops held during 1977, three learning alternatives were developed for each topic. These learning alternatives consisted of video and audio recordings and written summaries. Similar packages were developed for the three retraining functions sponsored by Project RETOOL during 1978.

Component 8: Evaluate Program Effectiveness

Short-range evaluation data have been collected with regard to each workshop. These efforts have involved obtaining participant feedback regarding the following:

8.1 Service delivery model employed.

8.2 Competencies and objectives covered by the retraining activities.

8.3 Content, materials, personnel, etc., employed in retraining activities.

8.4 Modifications, deletions, additions necessary to improve the retraining activities.

8.5 Effectiveness of retraining activities in meeting direct needs of the participants.

The basic instrument used to collect such information is found in Appendix F. This instrument was administered at the close of each of the five workshops conducted during the two-year implementation phase of Kentucky's Project RETOOL.

Component 9: Refine and Revise the Program

In addition to the types of evaluative data collected at each workshop, participants were also asked to identify the strongest and weakest features of each of the five workshops as well as specific suggestions for improving future activities. This information was shared with developers of subsequent workshops and/or used by project staff to make subsequent activities more beneficial. Thus, when "resources provided to participants" was suggested as a strong feature of Year I training functions, efforts were made to provide more such resources during Year II. "Too much lecture and too little participant involvement," one of the weakest features identified for Year I activities, was transmitted to Year II consultants. Consequently, Year II trainers employed more AV materials and small group activities than did their predecessors. Among the suggestions offered for improving workshops were scheduling workshops at sites which could provide housing, meeting rooms, and dining facilities at the same location. This proved more desirable than utilizing university facilities which necessitated commuting to and from the workshop site and scheduling the lunch break prior to noon to permit "beating the crowd."

Component 10: Conduct Formative Evaluation and Maintain Management System

Project staff kept records of all time spent in the various activities required of operating Kentucky's Project RETOOL using Staff Activity/Time Reports (see Appendix G). Such record keeping facilitates planning future activities in terms of the man hours necessary to accomplish specific project-related tasks. It was determined that the summaries generated (based upon the content of the workshops) could be produced more economically in terms of both time and money by eliminating one graduate assistant slot and using these funds to reimburse the consultants for developing such written products. The difference between the cost of the graduate assistant and the extra honoraria paid to consultants for preparing the summaries resulted in more productivity for less money during 1978.

Consultants employed to develop the Instructional Design Specifications (IDS) were informally interviewed to determine their perceptions of the utility of that particular endeavor. The general findings of this form of evaluation would suggest that IDS development is not particularly difficult, although it is a time-consuming activity. Providing a sample completed, IDS aided developers in their design efforts. Access to the completed specifications prior to the actual workshops was beneficial to the project staff and Steering Committee. This provided the project staff and Steering Committee the opportunity to provide independent input and to apply quality control measures prior to the conduct of the training sessions.

Trainee reaction analysis was performed with regard to each training function using the general procedures described in Component 8: Evaluate program effectiveness of this section. The results of such data collection were transmitted by the project director to consultants for subsequent training activities. This enabled them to capitalize on the strong features of earlier endeavors while avoiding the occasional problems encountered in the conduct of the preceding workshops.

The persons conducting each workshop also designed and employed their own pre- and postinstruments and procedures to determine the extent to which workshops' objectives were mastered by the participants. Such procedures generally involved cognitive paper and pencil tests or tasks administered and evaluated during the workshops so as to provide participants with immediate feedback.

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A third-party evaluator (TPE), Dr. John Moyer of Russell Sage College, Troy, New York, was also hired with project funds to perform an independent external evaluation. The TPE analyzed the evaluation data collected by the project staff and training consultants. The TPE also collected and analyzed follow-up data pertaining to the utilization of competencies acquired as a result of participating in RETOOL training activities (see TPE follow-up evaluation form in Appendix H). This latter type of evaluation involved interviews with students of the participants as well as surveying the participants themselves.

Planning and Management Strategies

The following sections detail the long- and short-term procedures employed by Kentucky's Project RETOOL in planning and administering the previously described model for the duration of the project. The strategies represent those actually pursued; any suggested deviations from these pursuits are presented in the SUMMARY AND RECOMMENDATIONS section of this chapter.

Recruitment of Project Participants

No effort was made per se to screen participants in the five workshops held during 1977 and 1978. However, the target audience consisted primarily of college/university special education teacher trainers and was the only group to be formally invited to take part in the RETOOL-sponsored training activities. On occasion, university personnel were accompanied to various workshops by teacher trainers, teachers in the communities served by their universities, or persons responsible for staff development affiliated with agencies in both the public and private sector. In such instances, project funds were used only to provide materials, etc., for university/college personnel.

Two basic strategies were used to provide incentives to encourage participation in RETOOL activities. Resource packages were distributed to each university/college participant at each workshop at RETOOL expense. Such packages contained various types of materials, ranging from course outlines to soft-bound texts. The second incentive involved utilizing known persons in those fields pertinent to the various training components. In-state personnel were utilized in all of Kentucky's RETOOL endeavors; however, informal feedback from early sessions suggested that "big names" seemed to be an attractive feature to many individuals. Consequently, efforts were made in subsequent activities to involve nationally-known persons whenever possible.

Communications

Each of Kentucky's special education teacher trainers received at least two written announcements regarding each of the five workshops held during the two-year implementation phase of the project.

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Such announcements were mailed to Steering Committee members to be routed among their colleagues during 1977. During 1978, written communications were sent individually to each prospective participant as well as one copy to each department chairperson for routing within his/her respective department.

When feasible, announcements regarding RETOOL activities were also published in various agency newsletters.

Each of Kentucky's special education teacher trainers also reviewed written notification regarding the availability and loan procedures of the learning alternatives developed after the workshops. Such communications included the module outlines found in Appendix E.

Project Staff/Advisory Committee

The staff of Kentucky's Project RETOOL consisted of a .50 FTE director and a .50 FTE secretary for the duration of the project. Two .50 FTE graduate assistants were employed during 1977; however, this number was reduced to one such assistant during 1978. The University of Louisville provided, at no cost to the project, one work-study student for each year of the project.

The project director was responsible for initiating and maintaining all direct communications with potential participants, consultants, and the Steering Committee. Other responsibilities included writing or editing all products developed via project activities, preparing year-end reports, preparing continuation proposals and extension requests, initiating all requisitions involving expenditures of project funds, and supervising the efforts of each of the project staff.

Graduate assistants were utilized to perform many activities essential to the success of the project. They tabulated needs assessment data, assisted in the editing and preparation of project products, secured physical arrangements required for conducting workshops, and operated video tape and audio recording equipment during workshops. They also served as liaisons with the University Instruction Communication Center with regard to the final production of video and audio tape learning alternatives. They were very beneficial in transcribing audio tapes made of Year One training functions into completed written narratives of such proceedings. They assisted in the preparation of year-end reports to the funding agency and assisted in performing various clerical functions required in maintaining the communication and dissemination functions involved in the project.

The project secretary was responsible for all typing related to the project, maintaining the filing system for all project documents and correspondence, and screening in-coming telephone communication relative to project activities.

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The work-study student assigned to the project assisted the secretary and graduate assistant(s) in the various clerical task required of conducting the needs assessment, compiling the resource packages, and maintaining the communication system with prospective participants in RETOOL's training endeavors.

The Steering Committee for Kentucky's Project RETOOL consisted of one member from each of Kentucky's universities which offered teacher training programs in the area of special education and the director of Kentucky's Bureau of Education for Exceptional Children. This group was responsible for reviewing various phases of the project, making recommendations, and approving consultants and Instructional Design Specifications for each of the training functions undertaken during the first course of the project.

Selection of Consultants

During 1977, the individuals hired to develop the Instructional Design Specifications for the two topics also made suggestions relative to the potential consultants to be responsible for conducting the Year One workshops. The initial screening of these potential consultants was performed by the project director with final approval subject to Steering Committee action. Such screening was an informal procedure which involved soliciting feedback from various Kentucky personnel who were involved in training programs related to the selected topics.

During 1978, respondents of the needs assessment were also asked to make recommendations regarding potential consultants for Year Two workshops. These suggestions served as the basis for selection of consultants for all 1978 training activities, along with the approval of the Steering Committee.

Schedule/Placement of Workshops

Five workshops were held during the period of 1977-78. Two of these were conducted in Lexington, Kentucky, and the remaining three were held in Louisville, Kentucky. These two cities were selected based upon the suggestions of the respondents to the two needs assessments performed during the course of the project. The first workshop, "Legislation, Litigation and Child Advocacy as Pertain to Exceptional Learners" was held in April 1977 at the Lexington Technical Institute located on the campus of the University of Kentucky in Lexington, Kentucky. Based upon the feedback obtained from participants in that workshop, all subsequent training activities were conducted in motels with dining facilities and meeting rooms in an effort to minimize problems encountered at the first workshop. These problems included traveling to and from the workshop location and lodging and dining establishments on a relatively compact time schedule.

The second and final 1977 workshop which dealt with the topic "Preparation of Personnel in Education of the Severely/Profoundly Handicapped" was held in June 1977 at the La Quinta Motel in Louisville, Kentucky. This particular location was selected because of its close proximity to the University of Louisville which permitted rapid duplication of materials as they were developed during the workshop.

The first workshop of 1978, "Grant Writing," was held in Lexington, Kentucky, at the Hilton Inn during February. Lexington was chosen as the site of the workshop primarily due to the preference expressed by the workshop consultants who were all affiliated with the University of Kentucky at Lexington. The workshop consultants employed a large number of written materials and audio visual equipment which they provided and transported on a daily basis to and from the workshop site.

The workshop which dealt with the topic of "Early Childhood Education for Exceptional Children" was held in Louisville, Kentucky, during March 1978 at the Executive Inn West. This motel was selected due to its proximity to the major Louisville airport, which was convenient for the out-of-state consultants, and its location on Interstate 264, the primary bypass route around Louisville.

The last 1978 workshop, "Career Education for Exceptional Children," was also held at the Executive Inn West for the previously mentioned reasons. This workshop was conducted during April 1978.

The workshop dates for 1977 were selected by the project director after consulting with other agencies and representatives of Kentucky's universities in an effort to avoid conflicts with other scheduled activities for the same prospective audience. After the training topics for 1978 were identified, prospective participants were also surveyed by mail to determine their preference for the dates of such training endeavors. The most suggested dates were then adhered to in scheduling the 1978 workshops.

Materials Development and Dissemination

Video tape and audio cassette recordings were made of the complete proceedings of all RETOOL training functions. Credits, titles, and disclaimers were added to these products by the Instructional Communications Center of the University of Louisville. Written summaries and module outlines were prepared by the project staff for each workshop topic based upon the actual content of the individual workshops held during 1977. Such summaries were developed by consultants who actually conducted the training endeavors as a part of their service agreements. The project director edited the 1978 summaries and developed or revised module outlines for each topic in accordance with the specifications applied to the 1977 products.

Resource packages, containing materials recommended by workshop consultants, were compiled by the project director with materials donated by various sources (SEA, consultants, service agencies, colleagues, etc.) and purchased with project funds. Separate packages were assembled for each training topic.

Video and audio tape recordings and resource packages were made available on a loan basis. Resource packages were provided to workshop participants to become a part of their professional libraries on a no-cost basis. Module outlines and written summaries were provided free of charge to all Kentucky's special education teacher trainers.

Fiscal Concern

In order to replicate the procedures employed in the Kentucky project, the fiscal concerns discussed in the sections to follow have to be addressed.

Salaries or released time for at least the equivalent of a one-half time faculty member must be assured for the director of the project as well as a one-half time secretary. At least one graduate assistant would be necessary unless the director were allotted full-time to devote to the project. In addition to the salaries for these individuals, fringe benefits in the percentages appropriate for the sponsoring agency would also have to be covered.

Consultant fees averaging approximately $700 per consultant per topic plus expenses would be necessary to reimburse such individuals for: (a) preparing Instructional Design Specifications ($200), (b) preparation of materials to be distributed at the workshop ($100), (c) conducting the workshop ($200 @ $100 per day for two days), and (d) preparation of the summaries ($200).

Materials purchased for resource packages averaged approximately $12 per participant. Duplication services required to reproduce materials and products (summaries, module outlines) averaged approximately $100 per topic.

Audio visual equipment (overheads, 16MM projects, VTRs, and cassette recorders) can generally be borrowed at no cost from college/university audio visual centers. However, costs for video tapes and audio cassettes required to produce such learning alternatives averaged approximately $26 per hour. Credits, titles, and disclaimers can be added professionally by agency audio visual centers for approximately $50 per 12-hour workshop (two days at six hours each).

Rental of meeting rooms at motels where participants are also lodged averaged approximately $150 per two-day workshop. Such costs can usually be negotiated to include refreshments and secure equipment storage.

Office supplies averaged approximately $150 per year. Telephone service, both long distance and local, required an average yearly expenditure of approximately $350.

Thus, the mean cost for conducting each workshop independent of staff salaries, fringe benefits and overhead employing Kentucky's strategies would breakdown approximately as follows:

Consultant fees	$700
Materials (15 Participants)	180
Development of Learning Alternatives (AVs)	362
Facilities Rental (2 days)	150
Miscellaneous	25
GRAND TOTAL	$1417

The costs of such a workshop could be reduced to less than $1,000 by utilizing typically free college/university facilities and by eliminating the development of video taped learning alternatives. This latter product was one of the more costly ones developed by the Kentucky project and to date the least requested by nonworkshop participants.

Delivery of Content/Training

The following section outlines the basic procedures followed for all RETOOL service delivery activities. Each of these procedures was undertaken with the majority approval of the Steering Committee (see Appendix C).

Training Modes

Instructional Design Specifications (IDS) were developed to serve as general guidelines for development of the training materials and content to be used in relation to all RETOOL training functions (see Appendix D for a sample IDS).

Dr. Alan Abeson, Office of Governmental Relations, Council for Exceptional Children, developed the IDS for the Legislation and Litigation workshop which was held during April 1977. Mr. Curt Enrmantraut, former Director of Kentucky's Advocacy Project of Exceptional Children, developed the IDS for Child Advocacy component of that same workshop. Dr. David Gast, University of Kentucky, developed the IDS for preparation of the second 1977 workshop which dealt with the topic of Personnel in Education of the Severely/Profoundly Handicapped. Drs. A. Edward Blackhurst, Melton C. Martinson, and Mr. Fred Mesler, all of the University of Kentucky, developed the IDS for Grant Writing. Dr. Merle Karnes and Ms. Barbara Franke of the University of Illinois developed the IDS for Early Childhood Education for the Handicapped. Dr. Donn Brolin developed the outline for the Career Education for the Handicapped workshop. However, due to an illness, Dr. Brolin was unable to develop an expanded IDS for that endeavor.

Upon receiving Steering Committee approval for each set of Instructional Design Specifications, consultants were identified and employed to develop the training programs. Three individuals (also subject to Steering Committee approval) used the IDS appropriate to their respective areas of expertise as the basis for their planning efforts. During 1977, the IDSs were developed by different consultants than those who actually conducted the workshops. During 1978, the same individuals developed the IDS and conducted the training sessions.

The individuals hired to conduct the five RETOOL workshops of 1977 and 1978 were as follows:

YEAR ONE: 1977

1.	Child Advocacy, Legislation and Litigation as Pertain to Exceptional Children	Mr. H. Rutherford Turnbull, III Institute on Government, Chapel Hill Mr. A. B. Harmon Director of Special Education Jefferson County Schools Mr. Curt Ehrmantraut Past Director, Kentucky's Advocacy Project for Exceptional Children
2.	Preparation of Personnel in Education of the Severely/Profoundly Handicapped	Dr. Eugene Edgar Experimental Education Unit University of Washington

YEAR TWO: 1978

1.	Grant Writing	Dr. A. Edward Blackhurst and Dr. Melton C. Martinson Department of Special Education Mr. Fred Mesler University of Kentucky Research Foundation
2.	Early Childhood Education for Exceptional Children	Dr. Merle B. Karnes and Ms. Barbara Franke University of Illinois
3.	Career Education for Exceptional Children	Dr. Donn Brolin Department of Counseling and Personnel Services University of Missouri--Columbia Dr. Pat Cegelka Department of Special Education University of Kentucky

In addition to the previously listed workshops, Project RETOOL cosponsored, with the Teacher Education Division of the Kentucky Federation of the Council for Exceptional Children, a topical presentation on Cooperative Manpower Planning. Dr. Richard Schofer, Director, Project on Cooperative Manpower Planning in Special Education, University of Missouri-Columbia, gave a two-hour presentation on that topic during the fall 1977 Conference of Kentucky's Bureau of Education for Exceptional Children. Since the usual procedures were not employed for this particular endeavor and no project funds were expended, the presentation is not being reported as one of our contracted RETOOL training functions.

Each workshop was conducted on two consecutive six-hour days. The format of these workshops consisted of sequences of consultant presentation followed by small group involvement activities. The number of such sequences ranged from two for the "Legislation, Litigation and Child Advocacy" workshop to twelve for the "Grant Writing" workshop.

Topics/Content of Workshops

The specific objectives for each of the four workshops conducted via Kentucky's Project RETOOL are contained in Appendix E. The participants and the agencies which they represented at these workshops are also listed on the module outlines in that appendix. The grant writing materials are not included in Appendix E.

Materials Developed Through and for Training Sessions

The resource packages compiled for each RETOOL training topic and the learning alternatives developed based upon the content of the individual workshops are also described in the appropriate module outlines in Appendix E for each workshop. The resource packages consist of commercially printed materials as well as various documents, course outlines, and other such materials provided by the workshop consultants and/or participants and additional materials selected by the project director.

Evaluation

The following sections document the procedures employed by Kentucky's Project RETOOL staff and third party evaluator to assess the quality of the retraining functions. The results of these forms of evaluation are presented in tabular and narrative form in the last section.

Internal Evaluation

At the end of each workshop, each participant completed an evaluated instrument that was turned in immediately (see Appendix F). The form was distributed and collected in such a way that anonymity was assured. This end of workshop evaluation addressed specific aspects of training such as adequacy of the objectives, the presenters, the appropriateness of the learning activities, and the overall rating of the workshop. Participants were also asked to list the strongest and weakest features of the workshop and suggestions for improvement. One detachable page, which was signed, asked participants to list courses or other activities in which the information covered in the RETOOL workshop would be used upon return to their home institutions. This page was used to request specific feedback covered in the follow-up evaluation.

External Evaluation

A third party evaluator was hired with project funds to perform an independent analysis of data collected by the project staff and to collect and analyze follow-up data relative to the use of RETOOL transmitted information. The project director forwarded the questionnaires (see Appendix F) completed by participants at the close of each workshop as soon as data were extracted for staff use. The TPE then analyzed such information and compiled an independent report based upon these data and the results from the follow-up evaluation are described in the next section.

Follow-up Evaluation

The Year One training functions took place in April and July 1977. In April 1978, each participant in the workshops was sent a follow-up evaluation instrument requesting feedback relative to how the information presented in these workshops was used during the 1977-78 academic year. It was thought that delaying the follow-up evaluation for this period of time would provide a good index of whether the information was being disseminated to teacher trainees via course work and other means.

The Kentucky RETOOL project director sent a form letter approximately two weeks before the follow-up forms were mailed. The purpose of this letter was to alert participants to the follow-up evaluation and to solicit their cooperation. Two versions of the follow-up forms were sent by the third party evaluator (see Appendix H). More than 60% of the participants had previously listed courses in which they planned to use RETOOL information. These participants were sent a follow-up form on which those course titles were listed. Participants were asked if those courses had been modified and, if so, how the modifications were accomplished. The other version of the form sent to the rest of the participants was identical to the first except that it included no list of course titles.

A letter was sent to each participant who did not return the follow-up form within the prescribed time limits. This letter asked for prompt return of the forms to the third party evaluator.

Year Two training activities took place in February, March, and April 1978. In late April 1978, the RETOOL project director again sent a letter to all participants in 1978 alerting them to the follow-up evaluation, asking for their prompt return of the forms, and thanking them for their past cooperation. The follow-up evaluation forms for 1978 were sent in May 1978. The forms for the Year Two evaluation were similar to those employed in Year One with the exception that no specific course titles were listed and that requirements to complete the form were stated on the basis of whether they had used the RETOOL information since the workshop or whether they intended to use it in the future. Also, the item asking for names of students taking courses who could be contacted for information was dropped. Forms were returned to the third party evaluator and no follow-up letters were sent.

Results

The results of the individual workshop evaluations and the follow-up evaluation are presented in tabular and narrative form in the sections that follow. These sections reflect primarily the opinions of the third party evaluator for Kentucky Project RETOOL.

Workshop Evaluation Results

Review of the workshop evaluation forms by the third party evaluator revealed that while there were variations from item to item for each workshop, participants were generally satisfied with the quality of the presentations (see Table 5 for the tabulated results). The one fairly consistent suggestion for improving future workshops involved making workshops more activity oriented and less lecture oriented. This suggestion was communicated to subsequent workshop consultants.

Follow-up Evaluation Results

Fifteen of the 21 participants (71%) contacted relative to the Year One training functions completed the follow-up evaluation form. Of 33 Year One participants sent such forms and an explanatory letter, 29 (88%) returned the forms. Many of the participants had attended more than one workshop in 1977 and 1978.

Year One participants had made greater use of the RETOOL information than Year Two participants. This would be expected due to the longer period of time to utilize it between the workshop and the follow-up evaluation. In all cases but one (Grant Writing), the most frequent use of the information revolved around the undergraduate and graduate course offerings. The most frequent modification made in courses was the strengthening of specific course components by integrating the RETOOL information. Materials handed out at the workshops were also frequently used as required reading in the courses. Several new courses were developed using RETOOL information as the base. None of the respondents in RETOOL Year One follow-up provided the names of any students who could be contacted relative to feedback on the adequacy of coverage of RETOOL information as it was incorporated into their courses by workshop participants.

In every instance but one, Year One participants who had listed courses in which they had intended to make course modifications based upon RETOOL workshop content went on to do so in the subsequent academic year.

The RETOOL information presented during both years of training appeared to be useful to teacher trainers in ways other than in course work. Almost all participants noted that RETOOL workshops helped them stay current with developments in the field of special education. Additionally, the information was shared with colleagues, used in in-service training, used in grant preparation, and in developing relationships with community agencies.

One item on the follow-up evaluation form asked for an overall rating of the participants' satisfaction with the RETOOL training functions of 1977 and 1978. A rating of one indicated extreme dissatisfaction while a rating of ten was indicative of extreme satisfaction. The average rating for Year One training function was 8.6; for Year Two, the average rating was 7.8. Both of these figures point to a high degree of satisfaction with Kentucky's RETOOL project.

Summary and Recommendations

The following sections summarize the major strengths, weaknesses, and unique situations regarding the operation of Kentucky's Project RETOOL as perceived by the project staff, third party evaluator, and program participants. These perceptions reflect both formal and informal feedback provided by the teacher trainers who participated in the various training activities as well as the observations of the individuals responsible for conducting the evaluations of the project. Specific suggestions are also provided hopefully in the interest of enhancing the probability that those who may replicate Kentucky's training approach may profit from our mistakes and successes. The final section summarizes the plans for carrying on some approximation of the type of training program made possible by Project RETOOL upon expiration of the current grant.

Strengths

The development of multiple learning alternatives, particularly the written summaries with module outlines, permits greater possibilities for profitting from training activities since they permit individuals unable to attend the primary activities to engage in independent study. In addition, such summaries can also be used as follow-up and "overlearning" activities by those who take part in the workshops. The summaries with their corresponding module outlines can also be duplicated and employed as supplementary training materials in the college classroom.

The resource packages provided to workshop participants can be welcomed supplements to the professional libraries of special education teacher trainers. Even those who do not participate in the workshops may profit from being exposed to such materials. At the least, they will be made aware of their existence and have the opportunity to review and select those they wish to secure on a permanent basis.

The development of Instructional Design Specifications prior to conducting workshops is also considered a strong feature of Kentucky's model. Project staff and members of the advisory committee can provide input and exercise some control over the direction taken by and the quality of the training program prior to its actual implementation. While employing such measures does not represent a foolproof quality control endeavor, it can provide some measure of assuring that requested services will be delivered. Furthermore, the advance development of such specifications permits potential participants to screen the objectives and training options available to determine what avenues may best meet their individual needs. Thus, prospective service recipients who may express a need in a topical area can review the objectives to determine whether or not engaging in the prescribed learning activities would be of benefit to them. Beyond making such a determination, the individual can also select from a number of learning alternatives.

The involvement of in-state personnel in all topical areas, either in the design or implementation phases (or both) was also felt to be an advantage to the Kentucky project. These personnel were more likely to be sensitive to the particular needs and concerns peculiar to Kentucky. Consequently, they were better able to focus their attention and to provide guidance to the out-of-state consultants in directing their service delivery efforts to the specific needs of Kentucky's special education teacher trainers.

The reputations of the consultants employed by Kentucky's RETOOL also lent credibility to the project's undertakings. In all training sessions, participants knew they were being trained by persons who were prominent in their respective fields and, perhaps more importantly, individuals who had practical experience in their areas of expertise.

The continuing nature of the needs assessment was perceived as another strong feature of Kentucky's project. Rather than using the next most desired topics from the first needs assessment as the training topics for the second year of implementation, a follow-up two-phase needs assessment procedure was employed to enhance the probability that RETOOL's subsequent training endeavors would reflect the audience's most current perception of retraining needs. This second effort not only enabled project staff to remain abreast of the most recently expressed needs but also involved, via the two-phase process, permitting respondents to consider, as a group, other possible training topics as generated by their colleges during phase one.

Finally, the small group size (12-20 participants) of the workshops conducted during 1977-78 seemed both satisfying to the participants and conducive to sharing of information during the sessions. No efforts were made by project staff to limit the number of persons involved in these training activities. However, the interaction reported and observed, when compared to that typical of large audience endeavors, would seem supportive of the small group approach.

Weaknesses

Data collected by the project third party evaluator and project staff suggested that workshop participants had some concern about the lack of opportunities for more active participation during 1977 workshops. The notification procedures employed during that year to make Kentucky's special education teacher trainers aware of upcoming training activities were also the object of criticism by a small portion of that population. Both matters were addressed during 1978 and such reactions to year two functions did not reoccur.

The procedures used for developing the workshop summaries during Year One were also perceived as project weaknesses during that period. The project staff transcribed the complete workshop proceedings from the VTRs made during the training sessions and then wrote the summaries based upon those transcripts and notes taken during the workshop. Such procedures consumed nearly three months of staff time. During Year Two, the training consultants were paid $200 for preparing the summaries which netted a savings of approximately $900 per workshop summary.

Several participants expressed concern about the amount of content covered in the relatively brief time periods allotted to the individual workshops. Such two-day endeavors often covered content equivalent to three-hour college courses. On the other hand, a few participants also suggested that the content of some of the workshops was geared more to the teacher-trainee level rather than the teacher-trainer level. Such weaknesses may be circumvented by including within the needs assessment a series of questions related to the depth to which prospective participants would like the topical areas pursued. Based upon the responses to such questions, the consultants hired to conduct the workshops could be directed to either stress theory or direct practical application to the extent desired by the audience to be served.

Another weakness of Kentucky's project, as perceived by project staff, may be found in the absence of formal contractual arrangements made with consultants. While problems related to the lack of such arrangements occurred very infrequently, they could have been significant. The Instructional Design Specifications were meant to facilitate planning efforts and to provide a preview of how the training program was to be implemented but yet were not considered inflexible agreements. Even minor deviations from these plans could result in the training program being something other than that which was originally conceived. Advance contractual arrangements specifying the range of permissible deviations for proposed workshop content and format as well as specifying explicit time lines and payment procedures could avoid some of the problems encountered by Kentucky's project. Although prescribed penalties may represent a somewhat extreme measure, a simple provision to withhold all honoraria payments until all contracted services are delivered may be a reasonable strategy for avoiding such problems.

The scheduling of training activities also presented occasional problems of Kentucky's project. Care should be exercised to refrain from scheduling training endeavors simultaneously with other activities that may compete for the project audience or make participation difficult for them. For example, Kentucky's RETOOL project conducted one workshop during the same time period as a reading conference held elsewhere in the state and on one occasion scheduled a workshop in Lexington, Kentucky, during the spring meet of the Keeneland Racetrack. The former situation placed potential respondents in the uncomfortable position of having to select between two desirable activities. The latter made it difficult for them to find accommodations in the locality of the training sessions (the second example also presented the same problem as the first for some teacher trainers). Training activities should not be scheduled during mid-term or final exam periods.

The direct interview approach used in the 1977 needs assessment also posed some problems. Potential respondents often were justifiably reluctant to commit themselves to interviews whereas they seemed very willing to respond to the mail survey technique employed during 1978.

The staff of the Kentucky project also questioned the value of the development of VTRs of the complete workshop proceedings as learning alternatives. Few individuals expressed interest in viewing the 12-hour packages. If the technical expertise required for editing such tapes to no more than two to three hours were available, they may still provide viable training alternatives.

Another concern as perceived by Kentucky's RETOOL staff is in the area of "spin off." Little evidence exists suggesting that the participants in the primary training activities actually shared the benefit of their involvement in such activities with their colleagues at their respective home institutions. Data collected by the TPE suggested that the RETOOL information was used extensively by the participants themselves. However, it was hoped that workshop participants would also become facilitators for their colleagues who may wish to take part in the learning alternatives related to specific RETOOL training topics. It is possible that the learning alternatives were sufficient for independent study purposes and did not require the involvement of workshop-trained facilitators. Agencies attempting to replicate the previously described training model would be advised to explore the possibility more carefully than was the case with the Kentucky project.

Finally, workshop partcipants expressed an acute dislike of postassessment activities. These endeavors which were administered by the individual training session consultants as closing activities did provide some measure of the degree to which workshop objectives were mastered. It also provided participants with immediate feedback despite the consumption of as much as an hour of workshop time. Many participants expressed the wish to devote this time to more direct interaction among the participants and the consultants. This activity was felt to be more productive than simply taking a test over the content of the workshop.

Unique Situations

There were several unique situations existing in Kentucky that both precipitated the need for and facilitated the implementation of Project RETOOL. The passage of P.L. 94-142 certainly created an additional impetus to provide retraining opportunities for Kentucky's special education teacher trainers. However, such an influence could hardly be considered unique. Presently, everyone in special education and related fields has certainly felt the pressure to provide new and different types of services as a result of the implementation for that law. The combined effect of the passage of P.L. 94-142 and the approved changes in Kentucky's special education teacher certification requirements has resulted in a strongly felt need for upgrading and acquiring new skills by Kentucky's college/university personnel. This contention is supported by the fact that 97% of those individuals interviewed during the 1977 needs assessment expressed a desire to be afforded such opportunities.

Prior to the implementation of Project RETOOL, Kentucky's universities with special education programs had participated for three years in a federally supported consortium effort. The Training Consortium of Institutions Preparing Teaching Personnel for Handicapped Populations had afforded Kentucky's college/university personnel with the experience of engaging in cooperative ventures with their colleagues at other universities in the state. Representatives of the Executive Board of the Training Consortium also served as the Steering Committee of Kentucky's Project RETOOL. One of the products developed annually by the Training Consortium also provided the source of another unique situation for Kentucky's project. The Resource File of Kentucky's College and University Personnel Who Teach or Provide Services in the Area of Special Education compiled and disseminated by the Training Consortium enabled RETOOL staff to identify in-state personnel who possessed expertise in areas related to RETOOL training functions. Such individuals were employed, on occasion, as consultants to develop Instrumental Design Specifications and to actually conduct training sessions in addition to assisting in the identification of out-of-state personnel to provide such services.

Workshop Considerations

The following sections contain numerous suggestions which the staff of Kentucky's Project RETOOL would offer to those who may consider engaging in continuing education projects for university personnel and which might involve the employment of operational procedures similar to those of the Kentucky project. These recommendations reflect the quantifiable data collected from participants during the two years of our operation as well as the more informal feedback and "gut level" reactions that evolved during that period. The suggestions are referenced temporarily to the primary training activity (workshop, conference, etc.). Implicit within these suggestions are the "things that worked and those that didn't."

Preworkshops

1. Schedule workshops at hotels/motels with dining, drinking, and entertainment facilities on the premises.

2. Vary the location of the workshops particularly if the service area is large. Travel time and expense can affect participation.

3. Schedule dates, times, and locations of workshops only after you've checked with all other organizations that may compete for your audience to be sure that they won't be doing so.

4. Construct (or locate) a mailing list of all members of your prospective audience and contact each of them individually regarding project activities. Sending "packages" (announcements, questionnaires, etc.) to department chairpersons for distribution among their collegagues is cheaper, easier but less likely to produce the desired results.

5. Project staff should cultivate informal contacts at each agency to be involved in training activities. Such individuals (in addition to persons in leadership roles) can be very helpful in stimulating participation by their colleagues and in encouraging their peers to respond to project inquiries.

6. The "module outline" approach to organizing training, content, and activities seems to be consistent with the organizational methodology employed by many teacher training programs. Requiring (requesting) training consultants to use such an approach in their preparation efforts seems to make the transition from workshop to classroom implementation more feasible. In any event, the consultants should be encouraged to develop their training packages in a format that is conducive to utilization, with as few modifications as possible, in the teacher training programs served by the recipients of project services.

7. The Instructional Design Specifications should be finalized and consultants employed at least two months prior to each scheduled workshop. This will permit sufficient time for ordering resource materials, compiling resource packages, and notifying prospective participants of the content and format of the proposed training endeavors. A contractual arrangement involving the training consultants should be formalized in writing to maximize the probability that requested services will be delivered consistent with the expectations of the project staff and prospective participants. While flexibility is needed to permit incorporation of "late developments," there is also need for insuring the delivery of a product (workshop) that reflects the original needs of the training recipients.

8. Resource packages consisting of texts, monographs, course outlines, supplementary printed materials, etc., as pertain to workshop topics should be compiled for distribution to workshop participants at no cost or on a "cost only" basis. Such packages often stimulate participation as much as "big name" consultants.

9. Consultants should be urged to provide materials for inclusion in the resource packages. Course handouts, bibliographies, etc., that they have developed may not be accessible through commercial channels. Request at least ten more copies than you think you'll need; extras can be used to develop learning alternatives packages to be loaned to persons who may be unable to attend the workshops.

10. Potential participants should be advised of scheduled workshops at least 45-60 days prior to dates of the workshops. Such announcements should include dates, times, and locations of the training activities. Outlines and lists of resource materials to be provided should be forwarded with these announcements. A follow-up announcement for each prospective participant and an announcement package to be routed among each service recipient agency should be mailed as an additional reminder at least 30 days prior to the workshop.

11. If written summaries are to be developed based upon the content of the workshops, have consultants prepare them as a part of their contractual agreement. Project staff can develop them from VTRs, notes, or audio cassettes produced during the workshops but it's an extremely difficult and costly endeavor. The extra $200 paid to the consultant for writing the summary is a bargain in terms of staff time and related expenses that must be invested in their development as an activity undertaken independently of the consultant.

12. Withhold all honoraria payments until the summary is delivered by the consultant in its final form if the summary is to be developed after the workshop or negotiate its development as a preworkshop activity. Postworkshop apathy and/or other commitments the consultant may have after the workshop can make the development of the summary a very frustrating experience.

13. Confirm your meeting site accommodations, equipment requests (lecturn, AV equipment, etc.) and refreshment orders at least twice during the last 48 hours prior to the workshop. Then arrive at the workshop site at least two hours before the workshop is to begin to straighten out the things that the motel/hotel staff may have messed up during the first 48 hours prior to the workshop.

14. The workshop consultant(s) should arrive at the workshop location by not later than 1:00 p.m. on the day before the

workshop is to begin to allow sufficient time for dealing with last minute details (duplicating materials, negotiating schedule changes, etc.).

15. Be very careful in selecting the Steering Committee. To be functional, the members of that group must want to participate, not just feel obligated to do so.

16. Make your commitments and those agreed to by consultants public by communicating them to the Steering Committee and prospective participants. Report in writing as frequently as possible the current activities of the former two groups to the latter two groups. Commitments so made are more likely to be carried out when the going gets rough than those which are kept private.

17. When conducting needs assessments, encourage respondents to identify potential consultants who may be able to meet the various needs being assessed. Don't rely exclusively upon the project staff or Steering Committee for the purpose of identifying consultants at the expense of losing the benefit of the knowledge/contacts of our colleagues in the field.

18. Be thoroughly familiar with Murphy's law and be prepared to accommodate its implications for the workshops.

During Workshops

1. Provide coffee and doughnuts during the morning sessions beginning approximately one-half hour before the day's activities are to begin. This provides some incentive for participants' early arrival and thus facilitates adhering to the daily schedule. Cold soft drinks should be provided at or around the mid-point of each afternoon session.

2. A scheduled, but informal, social hour during the evening of the first day of the workshop can provide participants and consultants with the opportunity to get acquainted. Consultants can, during this activity, solicit feedback relative to the days' proceedings which may affect their approach to the remaining activities.

3. The lunch break can be a source of difficulty if it starts at 12 noon and lasts only one hour. Getting seated, served, and having adequate time to eat and take care of other necessities in competition with the "noon rush" often makes it impossible to begin afternoon activities on time. Schedule the lunch hour to begin at 11:30 a.m. or extend the time set aside for those activities to one and one-half hours.

4. If audio-visual recordings are being made of the workshop proceedings, concentrate your efforts on the VTR rather than on the audio tape recordings (ATRs). Better ATRs result

from dubbing from the VTRs than can usually be produced by using audio tape recording equipment during the workshop itself.

5. If you must collect immediate postassessment information relative to workshop objectives, try to incorporate the data collected within the small group activities or if all such data is to be gathered at the end of the workshop, employ a brief procedure. It may be desirable to collect extensive data to determine whether or not workshop participant performance objectives have been met, but it is often not feasible to do so. A lengthy "exam" at the conclusion of two days' work is a psychological "downer" and typically fails to meaningfully measure the participants' abilities to use the information conveyed by the consultants and the resource materials provided. The central purposes of these training endeavors may be accomplished only after the participants have had considerably more time than the two days of workshop to digest the information presented.

6. Occasionally, some participants elected to ignore the pleas of the project staff to complete evaluation forms at the close of the workshops. To reduce the probability of experiencing such problems, it is suggested that at least some resource material be withheld until the end of the workshop to be distributed contingent upon completing the evaluation form.

7. Don't rely on "lecture-lecture" formats for training purposes. Participants in the 1977-78 Kentucky RETOOL activities have reacted much more favorable to those workshops which have involved their active participation in either individual or small group activities in addition to listening to experts as opposed to those which essentially required two days of "passive participation."

Postworkshop

1. If resource packages are to be provided to "participants" be consistent in adhering to that policy. Providing such materials on a complimentary basis to persons who "couldn't make it" reinforces nonparticipation and can get very expensive. These individuals may receive workshop summaries on a complimentary basis, but resource packages, per se, should only be made available on a loan basis.

Projected Plans to Carry on the Project

The general reaction to the training functions sponsored by the approach employed in Kentucky's Project RETOOL has been favorable. In an effort to continue making such services available to Kentucky's teacher trainers, a number of alternatives are being pursued.

The Resource Packages and Learning Alternatives developed during 1977-78 RETOOL activities will continue to be made available to Kentucky's special education personnel. The Department of Special Education of the University of Louisville will, based upon an agreement formalized by the project director and department chairperson, serve as a depository and dissemination agent for such products. The project director will process requests for these materials and schedule distribution of them on a no-cost basis and the department will absorb the mailing and other communication costs required of continued dissemination activities.

Future developmental activities will require expenditures perhaps beyond the capability of any one university. To accommodate this need, the project director contacted all department chairpersons in Kentucky and scheduled a meeting during the Fall Conference of the Bureau of Education for Exceptional Children (BEEC) to discuss potential cost sharing strategies to permit continuation of some approximation of the services made possible by Project RETOOL. Key BEEC personnel were also invited to participate in the planning session in hopes that the State Education Agency would be willing to assist in the continuation of such activities.

APPENDIX A

NEEDS ASSESSMENT: PHASE ONE INSTRUMENT

PLEASE COMPLETE THIS FORM AND RETURN TO ____________________
BY NOT LATER THAN WEDNESDAY JULY 20, 1977.

____________________	____________________
Name	University
____________________	____________________
Rank	Program Area
____________________	
Highest Rank Held	

(1) Please indicate (by checking in the first blank) those areas in which you would like to receive additional training via Project RETOOL activities (workshops — VTRs — Audio cassettes — printed materials, etc.).

(2) Rank order those which you've indicated (by placing appropriate numerals in the second blank) in terms of "most needed" = 1, second "most needed" = 2, until all indicated items have been so ranked.

Use the space provided or the back of this sheet to record any comments you may feel necessary to more clearly identify your perceived needs. If you are aware of any particular persons, groups or agencies who may be potential resources for training purposes in the identified areas please list and reference them to their appropriate training areas.

TRAINING NEEDED ( )	RANK ORDER (1 - "x")	TRAINING AREA	POTENTIAL RESOURCES
______	______	Career Education for the Handicapped	______
______	______	Legislation, Litigation and Child Advocacy for the Handicapped.	______
______	______	Research Techniques	______
______	______	Early Childhood Education for the Handicapped	______
______	______	Multi-handicapped	______
______	______	Non-Categorical Teacher Training	______
______	______	Competency Based Teacher Ed.	______
______	______	Mainstreaming	______
______	______	Gifted	______
______	______	Grant Writing	______
______	______	Diagnostic-Prescriptive Instr.	______

COMMENTS: ____

APPENDIX B

NEEDS ASSESSMENT: PHASE TWO INSTRUMENT

PLEASE COMPLETE THIS FORM AND RETURN TO ____________________
BY NOT LATER THAN THURSDAY 15 SEPTEMBER, 1977.

Name ____________________

University ____________________

Rank ____________________

Program Area ____________________

Highest Degree Held ____________________

(1) Please indicated (by checking in the first blank) those areas in which you would like to receive additional training via Project RETOOL activities (workshops — VTRs — Audio cassettes — printed materials, etc.).

(2) Rank order those which you've checked in the first column (by placing appropriate numerals in the second blank) in terms of "most needed" = 1, second "most needed" = 2, until all indicated items have been so ranked.

Use the space provided or the back of this sheet to record any comments you may feel necessary to more clearly identify your perceived needs. If you are aware of any particular persons, groups or agencies who may be potential resources for training purposes in the identified areas please list and reference them to their appropriate training areas.

NOTE: The number of persons checking the original topics and the average rankings from the first needs assessment are listed in parenthesis for each of the topics assessed in phase one.

TRAINING NEEDED ( )	RANK ORDER (1 - "x")		TRAINING AREA	POTENTIAL RESOURCES
		(28-2.8)	Career Education for the Handicapped	
		(20-4.3)	Legislation, Litigation and Child Advocacy for the Handicapped	
		(27-3.6)	Research Techinques	
		(26-2.9)	Early Childhood Education for the Handicapped	
		(21-3.5)	Multi-handicapped	
		(17-3.5)	Non-Catergorical Teacher Training	
		(22-3.5)	Competency Based Teacher Education	
		(11-6.6)	Mainstreaming	
		(17-5.5)	Gifted	
		(30-3.1)	Grant Writing	
		(17-5.4)	Diagnostic-Prescriptives Instruction	
		(20-3.8)	Orthopedically Handicapped	
			Research on CBTE	
			In Service Teacher Training	
			Field Based Teacher Training	
			Trans Disciplinary Efforts in Special Education	

APPENDIX C

KENTUCKY STEERING COMMITTEE

Project RETOOL

Steering Committee

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Director Teacher Corps.
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APPENDIX D

SAMPLE INSTRUCTIONAL DESIGN SPECIFICATIONS

INSTRUCTIONAL DESIGN SPECIFICATIONS	**Program**	**Number**	**Page**
	RETOOL		

Components

Module

Severe Multihandicapped

Competency(ies)

The purpose of this module is to provide teacher trainers in special education with an overview of current trends and developments which pertain to the education of persons with severe developmental disabilities. This will entail a review and critical analysis of state and federal legislation, the behavioral attributes of the population, the evolving role of the classroom teacher, the need for criterion-referenced assessment instruments, the prescription of instructional programs, the implementation of empirically verified methodologies, and the role of parents in the educational process. This module is intended to provide special educators with information that will assist them in preparing future teachers interested in serving the severely retarded/multiply handicapped pupil.

Rationale

With the passage of the Right to Education for All Handicapped Children Act of 1975 (P.L. 94-142) it has become imperative that teacher trainers be aware of how this legislation has placed, and will continue to place, new demands on special educaton. For behavior change in students who have previously been excluded from the educational process, ie. the severely retarded/multiply handicapped. This new demand and responsibility will necessitate the re-evaluation of existing educational models, methodologies, and curriculum. As policy setters, program developers and/or teacher trainers, the need for communication across categorical areas in special education has never been more apparent. This module is an initial step in bridging the existing communication gap between educators involved in the education of persons with severe developmental disabilities and their colleagues in other areas of special education.

Objectives: Upon completion of this module the learner will be able to:

1. Describe the basic rights and provisions clarified in the Education for All Handicapped Children Act of 1975 (P.L. 94-142)
2. Describe the basic rights and provisions resulting from the consent agreement of Kentucky Association for Retarded Children, et al. v. Kentucky State Board of Education, et al., 1975.
3. Identify those characteristics attributed to persons classified as severely developmentally disabled, and critically analyze the advantages of classifying persons by the severity of their disability.
4. Identify those persons and organizations at the national, state and local level which function as advocates for multiply handicapped persons.
5. Critically discuss the role of norm-referenced and criterion-referenced assessment procedures in prescribing individualized educational programs for severely retarded/multiply handicapped students.

A. Current Issues in the Education of the Severely Retarded/Multiply Handicapped

1. Toward a functional definition of severe developmental disabilities.
2. Considerations for serving the severely handicapped in public schools
3. New directions: The Bureau of Education for the Handicapped

B. The Right to Education: State and Federal Policy

1. The Kentucky Right to Education litigation
2. The Right to Education for All Handicapped Child Act of 1975
3. Individual and group advocacy

C. The Classroom Teacher as an "Educational Synthesizer"

1. The need for service delivery coordination
2. The role of ancillary services:
    a. physical therapy
    b. occupational therapy
    c. speech and language therapy
3. The role of teacher associates
4. The need for parental involvement

D. Educational Assessment Strategies for the Severely Developmentally Disabled

1. Criterion-referenced versus norm-referenced assessment
2. Developmental pinpointing
3. Developing individual education plans

E. Designing Instructional Programs

1. Basic assumptions and components
2. The criterion of ultimate functioning
3. Developmental sequencing
4. Individualizing instructional procedures
5. Longitudinal versus episodic intervention
6. Individual and small group instruction
7. Programming for behavior generalization and maintenance
8. Methods for evaluating program effectiveness

F. Curriculum Concerns

1. Selecting an instructinal delivery system
2. Programming for the "whole" child
3. Review of curriculum areas
    a. sensory stimulation
    b. motor development
    c. language development
    d. social development

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   - e. preacademic and academic skill development
   - f. prevocational and vocational skill development
   - g. self-care
   - h. community living skill development

G. Designing Engaging Educational Environments

   1. Teacher selection
   2. Achitectural barriers
   3. Prosthetics
   4. Materials selection

H. Putting It All Together: A Model Classroom for Severely Developmentally Disabled Students

I. Concluding Comments

J. References and Resources

   1. Selected bibliography
   2. Human resources

	Program	Number	Date
LEARNING ACTIVITIES AND ALTERNATIVES	RETOOL		

Alternative 1: The learner may participate in a two day workshop conducted by a professional listed in the Human Resource section of the Multihandicapped module. If Alternative 1 is chosen it is recommended that the participant visit local educational agencies which serve developmentally disabled students.

Alternative 2: The learner may chose to engage in an auto-instructional program in the area of the severely retarded/multiply handicapped. The learner should read all recommended references listed in the reference section of the Multihandicapped module prior to developing a survey local educational agencies serving severely handicapped students.

Alternative 3: Ther learner may devise a strategy of his/her own which might include visiting national model demonstration centers serving severely retarded/multiply handicapped students.

A. References

(*Recommended purchases for RETOOL, Multihandicapped module participants)

*AAESPH Review a quarterly publication of the American Association for the Education of Severely/Profoundly Handicapped, P.O. Box 15287, Seattle, WA, 98115.

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Finnie, N.R. Handling the Young Cerebral Palsied Child At Home. NY: E. P. Dutton & Co., Inc. 1975

Gibson, D. and Brown, R. L (eds) Managing the Severely Retarded, Springfield, Illinois Charles C. Thomas, 1976

*Haring, N. and Brown, L. (eds) Teaching the Severely Handicapped. New York: Grune and Stratton, Inc. 1976

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Human Resources

(The following list of professionals are persons recommended for conducting inservice training to teacher trainers in the area of the severely retarded/multiply handicapped. The list is not inclusive of all qualified persons, however, they represent those individuals most recognized as leaders in the field. They are listed in alphabetical order.)

Baldwin, Victor L.
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APPENDIX E

MODULE OUTLINES

LEGISLATION AND LITIGATION
AS PERTAIN TO EXCEPTIONAL LEARNERS

Mr. Rutherford Turnbull III
Institute on Government
University of North Carolina - Chapel Hill

Mr. A. B. Harmon
Director of Special Education
Jefferson County Schools, Louisville, Kentucky

COMPETENCIES

The special education teacher trainer should be able to present, discuss, develop and make assignments and evaluate students regarding the history, current and future implications of litigation and the education of handicapped children.

RATIONALE

The current status of education programs for handicapped children in the United States is a direct result of litigative activities that occurred since 1971. Awareness of the origin of past litigation from both a content and process view will lead to an understanding of the barriers to equity which has to be overcome. Further, the effectiveness which was achieved through the use of the courts has led to an expectation of continued court activity in public education. Consequently, special educators must be informed about the areas of potential litigative focus and the relationship to their own individual practice.

OBJECTIVES

Upon completion of this module you should be able to:

1.0 Identify the Federal, State and local origins of Law as they pertain to the exceptional student.

    1.1 Constitution
    1.2 Statutes (Legislation)
    1.3 Regulations
    1.4 Attorney General Opinions
    1.5 Courts

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2.0 Summarize the legislative origins of the right to equal educational opportunities for all.

2.1 Equal Educational Opportunities

2.1.1 Equal protection under the 14th Amendment
2.1.2 Due process under the 5th Amendment

3.0 Identify the major litigative actions which have been significant in the evolution of current educational practices at the Federal and State levels.

3.1 Preludes to PL 94-142
3.2 The Kentucky Consent Agreement

4.0 List at least seven school practices that deny equal opportunities to the handicapped.

5.0 Identify at least five factors to consider before initiating litigation.

5.1 Financial expenses
5.2 Time required
5.3 Less acceptable than Law
5.4 Adversary nature of suits
5.5 Lack of fiscal control

6.0 Summarize the Power of Public Policy as it pertains to Legislation and Litigation.

6.1 The sources of law and the effect of each

7.0 Explain each of the following issues as pertain to Legislation and Litigation.

7.1 The right to treatment
7.2 Equal protection under the 14th Amendment

7.2.1 Zero reject
7.2.2 Functional exclusion
7.2.3 Transportation
7.2.4 Equal target financing
7.2.5 Homebound instruction
7.2.6 Medical register
7.2.7 Tuition payments
7.2.8 Compensatory education

7.3 Substantive due process

7.3.1 Testing
7.3.2 Classification
7.3.3 Placement

7.4 Appropriate education

7.5 Equal protection among and within the class of handicapped individuals

7.6 Least restrictive alternatives and mainstreaming

7.7 Procedural due process

   7.7.1 Notification procedures
   7.7.2 Evaluation procedures
   7.7.3 Surrogates
   7.7.4 Hearings

8.0 Explain at least four possible court-remedies for dealing with or preventing various violations of the rights of the handicapped to appropriate educational opportunities.

LEARNING ALTERNATIVES

The information required of mastering the objectives stated for this module may be acquired by engaging in any single or combination of the following:

1. Read the Workshop Summary " Legislation, Litigation and the Exceptional Children";
2. View RETOOL Video Tapes VTR-LL 1-7;
3. Listen to RETOOL Audio Cassettes AC-LL 1-10.

Regardless of the Learning Alternative selected you should also review the materials contained in the separate package entitled Legislation and Litigation: Resource Materials.

RESOURCE PERSONNEL

Should you require clarification of the content of any of the Learning Alternatives you may contact any of the following persons who participated in the workshop dealing with the topic of this module and have agreed to serve as Resource Persons.

Dr. Cecilia Arbuckle - Brescia
Dr. Ed Blackhurst - U.K.
Dr. John Garrett - U.L.
Dr. James McGlaughlin - U.K.
Dr. Ann Netick - U.L.
Dr. John Vokurka - W.K.U.
Mr. Tom Wood - Murray
Dr. Sydney Zentall - E.K.U.
Ms. Carol Tackett - Pikeville

ADDITIONAL PARTICIPANTS

The following individuals participated in the RETOOL workshop but could not be contacted prior to going to press to ascertain their willingness to serve as Resource Persons.

Dr. Boris Bogatz - U.K.
Ms. Patricia Leeney - Brescia
Dr. Melton C. Martinson - U.K.
Dr. Ken Olson - U.K.
Dr. Stan Swartz - Union
Dr. Joe Todd - U.K.
Dr. Roy S. Meckler - E.K.U.

LEGISLATION, LITIGATION AND THE EXCEPTIONAL CHILD

H. Rutherford Turnbull III

and

A. B. Harmon

21 - 22 April 1977

1.0 The origin of guarantees made to and rights of exceptional students may be found in the law on the federal, state and local level.

1.1 The Constitution is the ultimate source of law regarding rights and equal protection.

1.2 Federal and state statutes are validated by the Constitution.

1.3 Local regulations are instituted with the Constitution and statutes as guidelines.

1.4 The Attorney General issues general opinions concerning the legality of federal and state statutes.

1.5 The courts interpret the meaning of the Constitution and courts at the state level may determine and direct state statutes.

2.0 The foundation of the right to treatment may be found in the following Civil Rights review.

2.1 The right to equal educational opportunity assures that all individuals are entitled to equal protection under the law and may not be denied the same educational opportunities afforded the general population due to the presence of inalterable, uninvited trates such as deafness, blindness, physical disability or mental disability.

2.1.1 Equal protection under the 14th Amendment

- No person shall be denied the protection of the law.
- Services made available to the non-handicapped must also be made available to the handicapped, e.g. pre-school programs if provided for any children, must be provided for all.
- All handicapped children who are located and identified must be provided with a Free Appropriate Public Education (FAPE).

2.1.2 Due process under the 5th Amendment guarantees that no state can deprive a person of life, liberty or property without due process of law.

- No individual can be excluded from educational opportunities without a hearing.

- No individual may be denied access to the resources of a school system or denied access to life, liberty, and property upon leaving the system.

- Violation of the 5th and 14th Amendments include the following: 1) the denial of equal educational opportunity due to improper testing, mis-classification on the placement of an individual in special programs where there are inadequate resources available; and 2) the disproportionate placement of minority students in the programs for the handicapped.

- The six basic principles of PL 94-142 derived from the 5th and 14th Amendments can be summarized as follows: 1) zero reject - the idea that no child may be excluded because of his handicap; 2) non discriminatory testing and appropriate classification; 3) appropriate education for the handicapped with the Individual Education Plan as the guideline; 4) least restrictive placement; 5) procedural due process in education and 6) parent participation in the educational process.

3.0 Several litigative actions formed the history of change in Federal and State educational practices.

3.1 One of the major preludes to PL 94-142 was Brown vs Board of Education which brought a theoretical end to racial segregation and provided grounds for litigation nation wide with regard to educational rights.

- The 1970's have become a period of litigation in education with individual student rights the paramount issue.

3.2 In 1974 the Action Committee for Exceptional Children filed suit against the state of Kentucky resulting in the Kentucky Consent Agreement.

4.0 Prior to Public Law 94-142 school districts routinely violated students rights. PL 94-142 is the instrument with which teachers and advocates may eliminate school practices that deny equal opportunities to the handicapped.

4.1 No student may be excluded from school and no student is to be included in school but excluded from meaningful programs.

4.2 Services provided for one group of handicapped must also be provided for all groups of handicapped, i.e., if a S/PH need is identified but no such units are available and units are available for EMH & TMH then appropriate units must also be available for the S/PH.

4.3 A violation of equal protection under the 14th Amendment exists if a child is misclassified due to testing and/or is misplaced as a result of misclassification.

4.4 If a need for special services is identified and the LEA, for whatever reasons, does not make such services available the LEA becomes responsible for reimbursing parents for tuition expenditures required of obtaining such services.

4.5 Students cannot be placed in special education classrooms on the basis of speaking a language other than English or as a consequence of non-verifiable handicapping conditions or problems.

4.6 Waiting lists for program entry are no longer permissable. A child must be placed in a setting which will provide appropriate educational opportunities consistent with his identified handicapping condition(s).

4.7 Violation of due process may include, among other possibilities, any of the following; institutionalization without equal educational opportunity, failure to remove architectural barriers, refusal on the part of school districts to comply with the law whether they are receiving funds or not, refusing to let parents examine records and participate in the educational process, and suspension from school for 10 days or more without some alternate educational assistance being provided.

5.0 Factors to consider before initiating litigation.

5.1 Litigation is much more expensive than lobbying for legislation.

5.2 Litigation requires less time than does legislation.

5.3 The courts decision may be favorable but people who enforce it, due to their non acceptance of the court's decision, may not enforce it well.

5.4 The necessities entailed of filing and pursuing a legal action may damage the working relationship between the plaintiff and defendant.

5.5 The decision of the court lacks the fiscal control the federal government has because courts are not the source of money, the government is.

6.0 The power of Public Policy and its effect on Legislation and Litigation.

6.1 Regardless of the source of law (federal, state, or local) its origin, (legislation or litigation) if the general population does not support the new policy, there may be paper compliance only with no real change or accomplishment in actual practice.

7.0 Legislation and Litigation: The major issues

7.1 The right to treatment includes not only those handicapped children we know of that are being served, but also those who have not been identified and require special service as well as those who have been identified but are receiving inappropriate services.

- The best way to locate children who require special ed is through individual contact with parents.

- The Kentucky State Comprehensive plan states that all handicapped children defined by Kentucky Statutes and PL 94-142 will be provided full educational opportunities by June 30, 1979.

    - The first objective of this plan is to provide statewide leadership in planning, developing, and evaluating educational services for exceptional children in Kentucky.

- PL 94-142 establishes and classifies the rights of pupils, teachers, parents, school districts and administrators.

- With new IEP requirements in effect, teachers will have to look at the capacity and progress of each individual student and tailor the educational program to meet individual needs.

7.2 Equal protection under the 14th Amendment includes the following protection; zero reject, functional exclusion, transportation, equal target financing, homebound instruction, medical registry, tuition payments and compensatory education.

7.2.1 In PL 94-142 the key protection is zero reject, that is, no handicapped child may be excluded as a result of his handicap.

- Sections 612-2 and 614A provide for a full counting (census) of all handicapped children.

- Section 612-3 defines service priorities - those individuals who are receiving no services are of first priority followed by those who are receiving inadequate or inappropriate services.

7.2.2 Of the eight million handicapped children identified in the United States today approximately four million are in school but are not receiving an appropriate education. This practice constitutes functional exclusion.

- Functional exclusion is prohibited by law. The cases of Maryland Association for Retarded Citizens, and Pennsylvania Association for Retarded Citizens all speak to function exclusion and appropriate educational placement under the heading of substantive due process (denial of opportunity to earn money and a denial of participation in the political process is a violation of substantive due process).
  - The educational experience must be designed to meet the individual needs regardless of handicapping conditions.
  - Handicapped students may not be excluded from appropriate placement in special education programs even though they might be receiving special education related instruction in the regular classroom.
  - Section 612 states that state and local agencies have full service goal; plans must be made so that by 1980 all handicapped children in age groups 3 - 21 will be included in the public school system and provided appropriate educational opportunities. (PL 94-142 says that only services provided for the non-handicapped must be provided for the handicapped as well. Thus if a free public preschool program is afforded the non-handicapped it must also be provided for the handicapped; however, if no such program exists for the non-handicapped the State is relieved of the responsibility to provide such a program for the handicapped).

7.2.3 Free transportation must be provided for the handicapped if needed to get them to the facilities required to provide appropriate educational opportunities.

7.2.4 Access to appropriate educational opportunities designed to meet the specific needs of the individual must be afforded the handicapped, not just access to the same educational facilities provided for the non-handicapped.

- Courts have the power to order a reallocation of monies if a school system claims there is no money available for new programs for the handicapped.

7.2.5 Handicapped children are entitled to home based education, education in hospitals, education in particular kinds of special education classes or education in institutions as appropriate for meeting their individual needs.

7.2.6 Students may not be denied appropriate educational opportunities on the basis of medical tests or medical problems, e.g. non ambulatory, non toilet trained, those requiring medication, etc.

7.2.7 Handicapped children may not be required to pay tuition in order to be afforded the same experiences available to the non-handicapped without paying tuition.

7.2.8 The Adult Basic Education provision of PL 94-142 states that school systems must provide compensatory education to handicapped adults if they were excluded while of school age because of handicaps.

7.3 The denial of substantive due process; i.e. denial of the opportunity to earn money and a denial of participation in the political process, is covered under PL 94-142. This law will place added demands on the certified teacher in special education and college training programs will have to be revised to meet these new demands.

7.3.1 PL 94-142 deals with testing as a procedure. The following steps are required to determine that the results of testing are valid:

- The tests given and procedures of administering it may not be culturally or socioeconomically biased,
- No single test may be the sole criterion for placement,
- Testing must be in the childs native language or dominant mode of communication,
- Non discriminatory tests only will be used in determining appropriate placement,
- Consideration in testing, classification and placement should be given to data concerning social, emotional, and physical aspects as well as data in the academic area. The developmental level of the child should be determined in all of these areas.
  - PL 94-142 requires that continued monitoring will be in effect in all levels of education.
  - The continuous nature of the new law underlies the need for more evaluation, special ed teaching units and more funds for new programs for the handicapped.
  - The second objective of the Kentucky Comprehensive Plan calls for the appropriate identification, evaluation and placement of all exceptional children in Kentucky by June 1978.

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- In order to get a more complete picture of the child the courts require additional testing other than I.Q. and further evaluation by anyone (psychiatrist, M.D., education specialists) who can provide meaningful information regarding the disability.

7.3.2 Classification in any one or combination of the traditionally defined handicapping conditions may be avoided if principals, counselors, teachers and parents work together to provide instruction in the regular classroom independent of special services.

7.3.3 Least restrictive placement or most enabling placement for the individual constitutes appropriate placement under substantive due process.

7.4 Appropriate education is now defined according to PL 94-142, section 612-2-A as an education under state supervision meeting standards of the Department of Public Instruction in conformity with the I.E.P. Appropriate programs for each child will now be sought within the LEA and if none exist, one will be created or an Intermediate Education Unit (IEU) will be established involving two or more LEA's. Should these alternatives not prove feasible the LEA can be held accountable for reimbursing the parents for whatever tuition costs as may be necessary to provide appropriate educational services. Students will remain in the regular classroom when possible and appropriate. The 6th objective of the Kentucky Comprehensive plan calls for communication and cooperation, between local, state, national, and private agencies in planning and evaulating instructional services for exceptional children.

7.5 Equal protection among and within the class of handicapped individuals is provided in the new law. Services provided for one group of handicapped children must be made available to all handicapped where appropriatness is relevant. The third objective of the Kentucky Comprehensive plan calls for assistance in the development, implementation, and monitoring of federally funded programs relating to the education of exceptional children. Section 606 requires that action be taken by agencies to hire the handicapped once they leave the school system. This ties in with section 504 of the 1973 Vocational Rehabilitation Act already on the books.

7.6 PL 94-142 requires placement in the least restrictive alternatives and Mainstreaming when appropriate. It states that to the maximum extent appropriate handicapped children will be educated with children who are not handicapped and that special classes, separate schooling or other removal of handicapped children from the regular educational environment will be employed only when the nature or severity of the handicap is such that education in the regular classroom cannot be achieved satisfactorily.

7.7 Procedural due process provides the greatest potential for change by providing techniques by which education can be converted from system centered to child centered.

7.7.1 Parents'guardians have the right to be notified of any proposed school action involving their child.

7.7.2 PL 94-142 and the Kentucky Comprehensive Plan call for an upgrading of evaluation procedures including periodic reevaluation as necessary.

7.7.3 PL 94-142 provides for the appointment of a surrogate if needed to act in the child's best interest should the parents be unable or unwilling to do so.

7.7.4 PL 94-142 provides parents with the right to a hearing, the right to expert assistance (lawyers , educators) if needed and the right to appeal should the outcome of the hearing be unacceptable to the parents.

8.0 There are a number of alternatives available to deal with violations of court orders and laws pertaining to education.

8.1 The court can hold a school board or district in contempt for noncompliance. The board may be fined until the provision(s) being violated are complied with.

8.2 The court may appoint a court master to monitor the school system to determine whether or not there is compliance with the court order.

8.3 The court may possibly enjoin spending money if money is needed for programs for the handicapped.

8.4 Under the provisions of PL 94-142 there are three distinct areas in which the courts may take action (enjoin further spending, etc.) if violations are detected.

8.4.1 All granted monies are earned for dealing with specific problems.

8.4.2 Regulations are provided for determining whether the monies are being spent effectively and if resources are being used appropriately.

8.4.3 The school administration must be able to demonstrate that all funds allocated are being used appropriately. The court may enjoin the further spending of money until appropriate provisions for the handicapped are made available.

CHILD ADVOCACY

AND

THE EXCEPTIONAL CHILD

Mr. Curt Ehrmantraut

Kentucky's Advocacy Project for Exceptional Children

COMPETENCY

The classroom teacher should be able to assist students in achieving their right to the most facilitative environment and in gaining access to services necessary to assure that their rights are abserved.

RATIONALE

By law and by right all students are entitled to the least restrictive, most facilitative environment; due process before change in placement or program; and appropriate educational services. The classroom teacher because of his/her contact with individual students is in a position to identify students, many of whom are unable to speak for themselves, who may be denied these rights. The teacher in such cases should be able to become the students advocate or enable the child and family to become more effective self advocates.

OBJECTIVES

1.0 Identify the teacher's responsibilities as an advocate for children in addition to the more traditionally defined functions of assisting students in the acquisition of academic, social and civic skills.

   1.1 Awareness of Legislation and Litigation
   1.2 What to do if there is non-implementation
   1.3 Teachers role as resource person

2.0 Identify the avenues available to teachers for serving as referral agents for children who may be:

   2.1 Potentially abused or neglected,
   2.2 Not receiving appropriate services, educational or otherwise.

3.0 Identify and state examples pertaining to the teacher's role in providing input to supportive services planning at the state and local level.

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4.0 Identify typically available community resources which may provide financial, counseling, habilitation and rehabilitation and other such services by:

- 4.1 Referral procedures,
- 4.2 Types of services provided,
- 4.3 Follow up procedures employed.

LEARNING ALTERNATIVES

The information required of mastering the objectives stated for this module may be acquired by engaging in any single or combination of the following activities:

1. Read the Workshop Summary " Child Advocacy and the Exceptional Children";

2. View RETOOL Video Tapes VTR-CA 1-3;

3. Listen to RETOOL Audio Cassettes AC-CA 1-3.

Regardless of the Learning Alternative selected you should also review the materials contained in the separate package entitled Child Advocacy: Resource Materials.

RESOURCE PERSONNEL

Should you require clarification of the content of any of the Learning Alternative you may contact any of the following persons who participated in the workshop dealing with the topic of this module and have agreed to serve as Resource Persons.

Dr. Cecilia Arbuckle - Brescia
Dr. Ed Blackhurst - U.K.
Dr. John Garrett - U.L.
Dr. James McGlaughlin - U.K.
Dr. Ann Netick - U.L.
Dr. John Vokurka - W.K.U.
Mr. Tom Wood - Murray
Dr. Sydney Zentall - E.K.U.
Ms. Carol Tackett - Pikeville

ADDITIONAL PARTICIPANTS

The following individuals participated in the RETOOL workshop but could not be contacted prior to going to press to ascertain their willingness to serve as Resource Persons.

Dr. Boris Bogatz - U.K.
Ms. Patricia Leeney - Brescia
Dr. Melton C. Martinson - U.K.
Dr. Ken Olson - U.K.
Dr. Stan Swartz - Union
Dr. Joe Todd - U.K.
Dr. Roy S. Meckler - E.K.U.

CHILD ADVOCACY AND THE EXCEPTIONAL CHILD

Curt Ehrmantraut

21 April 1977

1.0 Teachers in the United States have the responsibility to act as advocates for children. This responsibility is in addition to the more traditionally defined functions of assisting students in the acquisition of academic, social, and civic skills. There are two general types of advocacy: class advocacy and case advocacy.

- Class advocacy involves action on behalf of all students with a particular need. This may involve teachers individually or as part of a group in quasi political activities.

  A 5 step model has been proposed:

  1. Making the public, legislators, and administrators aware of the problem.
  2. Identification and consideration of alternative solutions.
  3. Decision making process - where one alternative is chosen (for example, legislation). Often groups stop after step 3 and fail to follow through step 4.
  4. Implementation stage where a decision is put into practice. Often regulations as guidelines are needed to implement legislation.
  5. Monitoring involves constant follow through to see that new programs are meeting the original need.

- Case advocacy involves the teacher addressing the problems which one single student may encounter. For example, there may be a TMH student who has no program at his school. Maybe the school has only an LD program or an EMH program. It would then be the responsibility of the teacher as an advocate to help the student and his family get the proper educational opportunity. This may involve transporting the student to a school with an appropriate TMH program, bringing in an auxiliary teacher, or even pressuring the local school to set up a program.

1.1 As an advocate the teacher must be aware of all legislation and present litigation pertaining to handicapped students. It is therefore imperative that the teacher know where to go or whom to contact in order to keep informed about the latest legislative or judicial developments.

Kentuckians have two excellent resources for keeping abreast of governmental affairs (continued on page two).

- The Interim Legislative Record is a newsletter which reports the minutes of legislative meetings between sessions of the General Assembly. A weekly summary is available during the General Assembly.

- Regulations are necessary to implement many of the laws passed, for example, the Regulations for Programs for Exceptional Children (207 KAR 1:050) Kentuckians have an opportunity for prior review of regulations which is available in only a few states. Legislation passed in 1974 requires that all proposed regulations be published in the Kentucky Administrative Register (KAR) before they become effective. Any citizen of the commonwealth may comment or request a public hearing on proposed regulations. The KAR represents a complete listing of all current and proposed regulations.

Information pertaining to both of these publications may be obtained by contacting:

The Legislative Research Commission
Capital Plaza
Frankfort, Kentucky 40601

1.2 The teacher must know what to do if the legislation or court order is not being implemented.

- The teacher can contact local agencies and volunteer organizations to have them help to inform and advise the school or administrators who may not be aware of the violation.

- If efforts involving this avenue are unsuccessful it may be necessary to go to state authorities or bring suit in district court. The teacher will probably not be directly involved in such action but may be a key person in informing families of their rights.

- If all else fails action may be taken on the federal level.

1.3 The teacher's responsibility as an advocate may include serving as a resource person to help families identify social workers, counselors, financial and rehabilitation resources. The teacher should also serve as a resource person for parent organizations.

2.0 Teachers of exceptional children may encounter students who do not receive appropriate educational or supportive services. This failure to provide for the student may evolve from poverty, financial difficulties, reluctance by the parent or guardian to seek assistance, or a general lack of knowledge on the part of the parents or school officials of resources available to the child, parents, or school.

Teachers may encounter students who are abused or neglected; students, who receive inadequate medical care, who are undernourished or poorly fed. If a teacher has a student with any of these problems, the teacher has a legal obligation to take steps for corrective action.

Corrective action may involve simply making the parents aware of existing sources of assistance. However, if the parents are uncooperative the teacher may have to resort to more direct action by actually making a referral to the appropriate agency or agencies.

2.1 Child Abuse and/or Neglect - Recent research indicates that teachers of exceptional children are more likely to encounter children who have been abused. State law requires anyone (including teachers and administrators) knowing of abuse to report it. Anyone making a reasonable report of suspected abuse or neglect is by law immune from judicial reprisal and almost always remains anonymous. Reports should be made to the county office of the Bureau for Social Services, Department of Human Resources.

If the teacher is unable to locate this office locally, write or phone:

Bureau for Social Services
Department for Human Resources
275 E. Main Street
Frankfort, Kentucky 40601
Telephone: 1-502-564-4650

2.2 In cases involving financial, medical or educational resources it is also advisable to contact the local and state parent organization for each particular exceptionality (Association for Retarded Citizens, United Cerebral Palsy, etc.)

- Protection and Advocacy System - An important new advocacy system has been set up under federal law. It is designed to assure that all Developmentally Disabled persons in Kentucky receive needed services. Case advocacy and legal advocacy are available. Contact:

  Office of Protection and Advocacy
  c/o Public Defenders Office
  625 Leawood Drive/3rd Floor Capitol Annex
  Frankfort, Kentucky 40601
  Phone Toll Free 1-800-564-3754

- If the teacher suspects that a child is receiving inadequate medical services, or is poorly fed or undernourished, he/she may contact the Public Health nurse at the local Health Department or the Bureau Health Service, Department of Human Resources. The Bureau for Social Services should be contacted if there is reason to suspect that any of these types of problems may stem from financial need on the part of the family.

- Should a teacher suspect that a child's educational placement is inappropriate or should there be questions pertaining to the availability of appropriate educational services for particular children, contact:

  The Bureau of Education for Exceptional Children
  State Department of Education
  Capital Plaza
  Frankfort, Kentucky 40601

3.0 Many services in Kentucky are supported by federal funds spent according to an annual plan. Because of their training and knowledge of problems faced by students, teachers can have a unique role in the planning process. Planners, legislators, and administrators are usually not experts in the problems faced by exceptional/handicapped children. Therefore, teachers and parents must make sure that the needs of their children are considered by planners. Several important planning processes have a mandated provision for public comment.

- Federal education programs usually require a state plan. Recent federal acts have required input from advocate groups such as the Council for Exceptional Children and others in which teachers should be actively involved.

- Title XX of the Social Security Act provides basic funding for social services including counseling and other services to the handicapped. Planning information is gathered at the district level. Contact:

  Area Development District or
  District Office
  Bureau for Social Services

- The Housing and Community Development Act of 1974 expands and incorporates several previous housing and urban renewal programs into one Act. Funds can be used to remove barriers preventing elderly and handicapped people from participating in community activities. (Handicapped entrances, curb ramps, recreation sites, etc.) It can also be used for social services in "project" areas. In conjunction with this act funds are automatically available to cities that previously had urban renewal or model cities programs and are available on a competitive basis to other city and county governments. A public hearing is required on plans for expenditure of these funds. For information, contact:

  Department for Local Government
  Capitol Annex
  Frankfort, Kentucky 40601

4.0 The teacher may assist parents and educators who are not involved with exceptional children to identify available community resources which may provide financial services, counseling services, habilitation and rehabilitation services. In may cases, parents and teachers outside the area of special education are unaware of the services available to them. The problem involved may be lack of awareness of available resources or an assumption that resources not available in the local community are not available elsewhere.

4.1 Teachers of exceptional children often find themselves faced with situations in which they need to refer parents to resources which might help strengthen the family. With regard to this concern two types of referral procedures can be used by the teacher.

- The teacher might need only to inform the parent of the agency's existence, services offered and contact persons leaving the direct contact to the parents discretion.

- Should the parents, for whatever reasons, fail to contact the appropriate agency in spite of the fact that they are aware of the agency's existence, and, in the teachers opinion should the absence of such services pose a serious threat to the child's physical, emotional or educational welfare the teacher may initiate direct contact with the designated agency. In such cases the teacher would be advised to make such a referral only after proceeding through the necessary channels within the school system (consulting the the Director of Special Education, Building Principal, Superintendent of Schools, School System Attorneys, etc.) These procedures should be pursued to avoid the possibility of civil action being taken by the parents against either the teacher or the school system.

4.2 Some classes of frequently occurring family problems and possible sources of assistance are found in the following sections.

- Financial aid can be secured from the Social Security Administration. Supplementary Security Income is available to aged, blind, and disabled individuals. Handicapped children under 18 are elgible in some circumstances. Handicapped persons are elgible without regard to family income.

- Family counseling can be obtained from the Bureau for Social Services.

- Habilitation and Rehabilitation Services might be obtained from local Comprehensive Care Centers or Vocational Rehabilitation Centers or Manpower Services Centers.

4.3 Follow-up procedures are sometimes necessary to ensure that the student is given the services for which he is elgible. If the child is denied service any one or combination of the following might be pursued:

- The parent can contact the local legislator. Many legislators take a strong interest in their constituents problems.

- An ombudsman's office for human resources has the responsibility to receive service complaints regarding governmental agencies: [illegible] 1-800-372-2973.

- Contact the protection and advocacy system (See 2.2).

PREPARATION OF PERSONNEL IN EDUCATION
OF THE
SEVERELY/PROFOUNDLY HANDICAPPED

Dr. Eugene Edgar

Experimental Education Unit

University of Washington

COMPETENCIES

The purpose of this module is to provide teacher trainers in special education with an overview of current trends and developments which pertain to the education of persons with severe developmental disabilities. This will entail a review and critical analysis of state and federal legislation, the behavioral attributes of the population, the evolving role of the classroom teacher, the need for criterion-referenced assessment instruments, the prescription of instructional programs, the implementation of empirically verfied methodologies, and the role of parents in the educational process. This module is intended to provide special educators with information that will assist them in preparing future teachers interested in serving the severely retarded/multiple handicapped pupil.

RATIONALE

With the passage of the Right to Education for All Handicapped Children Act of 1975 (P.L. 94-142) it has become imperative that teacher trainers be aware of how this legislation has placed, and will continue to place, new demands on special education. For teacher trainers, this will require preparing personnel who can effectively induce positive behavior change in students who have previously been excluded from the educational process, ie. the severely retarded/multiple handicapped. This new demand and responsibility will necessitate the re-evaluation of existing educational models, methodologies, and curriculum. As policy setters, program developers and/or teacher trainers, the need for communication is an initial step in bridging the existing communication gap between educators involved in the education of persons with severe developmental disabilities and their colleagues in other areas of special education.

OBJECTIVES

1.0 The participants will describe the major components of PL 94-142 including:

    1.1 non discriminatory testing
    1.2 full service goal
    1.3 due process procedures
    1.4 confidentiality

  - 1.5 individual education plans
  - 1.6 personnel development
  - 1.7 priorities for service
  - 1.8 least restrictive alternative
  - 1.9 parent involvement

2.0 The participants will describe the basic components of instructional assessment, including:

  - 2.1 determination of content areas
  - 2.2 developmental sequences
  - 2.3 direct observation
  - 2.4 frequent data points
  - 2.5 setting of priorities

3.0 The participants will describe the major required components of IEPs, including:

  - 3.1 present level of performance
  - 3.2 yearly goals
  - 3.3 special services
  - 3.4 development of plan
  - 3.5 monitoring activities

4.0 The participants will identify the essential concerns related to developing IEPs, including:

  - 4.1 committee membership and responsibilities
  - 4.2 meeting times
  - 4.3 collection of data
  - 4.4 development of plan
  - 4.5 monitoring activities

5.0 The participants will describe the basic components of an individual instructional plan (IIP).

  - 5.1 child performance objectives
  - 5.2 teacher activities
  - 5.3 consequences
  - 5.4 evaluation procedure

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LEARNING ALTERNATIVES

The information required of mastering the objectives stated for this module may be acquired by engaging in any single or combination of the following activities:

1. Read the Workshop Summary "Child Advocacy and the Exceptional Children."
2. View RETOOL Video Tapes VTR S/PH 1-9.
3. Listen to RETOOL Audio Cassettes AC S/PH 1-5.

Regardless of the Learning Alternative selected you should also review the materials contained in the separate package entitled Preparation in Education of the Severely/Profoundly Handicapped.

RESOURCE PERSONNEL

Should you require clarification of the content of any of the Learning Alternatives you may contact any of the following persons who participated in the workshop dealing with the topic of this module and have agreed to serve as Resource Persons.

Dr. Cecilia Arbuckle - Brescia
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Dr. F. C. Crooks - W.K.U.
Dr. David Gast - U.K.
Dr. Mike Nelson - U.K.
Ms. Carol Tackett - Pikeville
Dr. John Vokurka - W.K.U.
Mr. Tom Wood - Murray
Dr. John Merbler - Murray

ADDITIONAL PARTICIPANTS

The following persons also participated in the RETOOL workshop but could not be contacted by press time to request their permission to be listed as Resource Persons.

Dr. William H. Berdine - U.K.
Ms. Patricia Leeney - Brescia
Dr. Ralph Hausman - Murray
Mr. Paul Napier - Excepticon/Outwood

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PREPARATION OF PERSONNEL IN EDUCATION OF THE SEVERLY/PROFOUNDLY HANDICAPPED

Dr. Eugene Edgar
Experimental Education Unit
University of Washington

1.0 The Education for All Handicapped Act (PL 94-142) was signed into Law by President Ford in 1975. The major provisions of that law are summarized in the following sections:

1.1 Non-discriminatory testing - There must be a statement in each State Plan providing assurance of appropriate testing with regard to the various ethnic, minority and handicapped groups to be served. IQ tests may be administered; however, the results cannot be used to make educational planning decisions.

1.2 Full service goal - All handicapped students between the ages of 3 - 21 are to be identified and afforded Free Appropriate Public Educational (FAPE) opportunities by 1980.

1.3 Due process procedures - School actions are subject to the following procedural safeguards designed to protect the rights of the child and the parents:

- Parental consent is required prior to testing, initial placement, and any subsequent change in placement.
- A student can be placed in a special education class only with parental consent. A hearing can be requested by the parents regarding educational decisions made by the LEA as pertain to their children.
- The teacher, director of special education, superintendent, and state hearing officer will be included in the hearing.
- All parents are entitled to a due process hearing and, ultimately to proceed to civil action for final disposition of any grievances against the school district on behalf of their children.

1.4 Confidentiality - Information pertaining to each student must be in writing and available to parents at their request.

- The school district is responsible for interpreting any information that might be found in a student's record.

- Parents have the right to amend the records of their children by adding information or by disclaiming statements found in the record.

- When a student leaves the school district all of his records will be destroyed except those required to be retained by state law.

1.5 Individual Education Plans (IEP)-The IEP is a written statement developed by a representative of the LEA, the student's teacher or teachers, the parent, the child when appropriate and other individuals at the discretion of the parent or LEA.

- The written statement includes documentation of decisions reached about objectives, content, implementation, and evaluation of the child's educational program.

1.6 Personnel Development - Each participating state must develop and document a plan which details the procedures to be employed to ensure that adequate in-service and pre-service training will be available to the personnel required in order to comply with the provisions of PL 94-142.

1.7 Priorities for service - The unserved handicapped are the number one priority group to receive services under 94-142. The inappropriately served constitute the second priority group.

1.8 Least Restrictive Alternative - Whenever possible handicapped students are to be served in a "regular classroom" setting or the closest approximation to that setting feasible for that individual.

1.9 Parent Involvement - Efforts must be made (and documented) by the LEA to include the parents in all phases of the educational decision making process as pertains to their children.

2.0 Instructional Assessment - The basic components of instructional assessment include; determination of content area, developmental sequences, direct observation, frequent data points, and the setting of priorities.

2.1 Determination of Content Areas - Content Areas will be determined by the assessment team and the parents and will express the concerns of that group with regard to the student's past performance.

2.2 Developmental Sequences - Developmental Sequences are used as a referant against which students' performances are compared to determine specific deficits.

2.3 Direct Observation - Since S/P Handicapped persons can seldom be tested by standarized instruments, direct observation of the student's performance is needed. Direct observation is used to determine deficit areas in relation to the developmental sequence.

2.4 Frequent Data Points - The use of frequent data points (the ongoing collection of performance data using the direct observation technique) must be used to determine progress in learning.

2.5 Setting of Priorities - When the content areas and deficits have been identified, the committee will then consider the following variables in determining the priorities in order of significance in relation to dealing with those deficits.

- Current functioning level of the child
- Any specific physical limitation
- Age of the child
- Functional behavioral goals

3.0 Federal Law requires the filing of an Individual Education Plan for each S/P retarded student. The purpose of the IEP is to provide a written statement on each child including documentation of decisions reached about the objectives, content, implementation, and evaluation of the childs educational program. There are five required components in the IEP.

3.1 Present Level of Performance - The plan will identify the students individual level of performance before any educational program is implemented. All skill areas deemed significant for the child by the assessment team (which includes the parents) must be reported.

3.2 Yearly goals - Long range goals must be specified and prioritized according to the childs needs in each area covered by the assessment procedure.

3.3 Special Services - All special services (counseling, speech therapy etc.) required of attaining the long range goals must be identified.

3.4 Evaluation Criteria - Objective evaluation criteria must be specified for each phase of the long range goals.

3.5 Placement Justification - All placement decisions must be supported by assessment data collected and are subject to parental approval.

4.0 The process of developing the IEP include committee membership and responsibilitie meeting times, collection of data, development of plan and monitoring activities.

4.1 Committee membership and responsibilities - The committee should include parents, teacher, and administrative personnel. The participants should be aware of any physiological limitations as well as any side effects due to medication the student may be taking.

4.2 Meeting Times - The committee will meet at a time most agreeable to the parent.

4.3 Collection of data - Assessment data must be obtained in all areas identified as significant to the individual student by the child's committee and parents. The obtaining of this data will be an ongoing process.

4.4 Development of Plan - All members of the committee will be in agreement with the development of the plan before it is implemented.

4.5 Monitoring Activities - The plan will be monitored by the parents as well as school personnel on an ongoing basis.

5.0 Implementing Individual Educational Plans - IEP's do not include specific strategies for providing instructional services. Instead, such plans identify where the student is (present levels of performance), where the staff wants him to be at the end of the year (yearly goals), what the student needs beyond "traditional" instruction to accomplish such goals (recommendations for specific special educational services), suggestions for integrating the child into the mainstream of the school (planned activities with the non-handicapped), what must be accomplished in order to achieve yearly goals (short term objectives), and how these objectives will be measured (evaluation criteria and procedures). IEP's should also identify persons responsible for implementing the services that will be necessary for pursuing each stated objective and indications of when the child's performance will be re-evaluated.

At the implementation level, the actual service delivery phase, it is necessary to develop a very specific Individual Intervention Plan (IIP) which details how yearly goals are to be attained in relation to each child's specific needs. This IIP, at minimum, for a S/P Handicapped child must reflect the concerns outlined in the following sections.

5.1 Child Performance Objective(s) - Each student must have tangible performance objectives specified within the IIP.

Such objectives should be stated behaviorally including conditions under which the objective is to be measured, an observable, countable behavior, and a criterion level which should be indicative of mastery of the specified behavior. Overlearning should also be taken into consideration when stating such objectives. That is, the criterion level must be demonstrated over a specified number of trials before the child is held accountable for more complex objectives within the same sequence. (Possibly 100% accuracy on certain objectives will be impossible. In this case, two consecutive days with 80% accuracy might be tried.)

5.2 Teacher Activities - the IIP should include descriptions of what the teacher will do to help the student acquire the skill identified by the child's performance objective. These descriptions will specify the particular approach(es) to be employed in teaching the skill subject to modifications as indicated by the students performance.

5.3 Consequences - The teacher must plan in advance for four basic child responses; correct, incorrect, no response, or acting out. A specific program for dealing with acting out throughout the day should always be in effect. Included in the IEP should be some information regarding effective reinforcers for the child regarding correct responses. Prompting, physical shaping, or correct model might be employed with regard to response in error. Reinforcing sampling (physical prompting and giving the reinforcer), prompts, and repeat instructions might be used when there is no response.

5.4 Evaluation Procedure - These procedures can vary widely but require two components: they must be ongoing and supply data to determine if the plan is working. The data must include an actual measure of correct child responses in relation to the number of opportunities and/or time. The teacher must make continuing decisions regarding the program, either to modify it if it isn't working, proceed with it if progress is occurring, or if having successfully completed the objectives moving on to a new objective.

CAREER EDUCATION FOR THE HANDICAPPED

Dr. Donn E. Brolin*
University of Missouri-Columbia

COMPETENCIES

The special education teacher trainer should be able to infuse career education concepts into present courses so that teachers-in-training understand the process of curriculum modification, work-study services, career/vocational instructional materials and methods, and the utilization of community resources in the total career education effort for exceptional children.

RATIONALE

Career education was declared a national priority by former U.S. Commissioner of Education Dr. Sidney Marland, who formally introduced the concept on the national scene in 1971. Since its introduction, career education has moved rapidly forward with solid endorsements from national leaders and organizations including the Congress which delcared, in writing the Career Education Implementation Incentives Act of 1977: "A major purpose of education is to prepare every individual for a career suitable to that individual's preference . . . career education should be an integral part of the Nation's educational process which serves as preparation for work." In the case of handicapped individuals, this is particurlarly true because far too many persons continue to have serious community and vocationaladjustment problems after they leave school.

OBJECTIVES

Upon complettion of this module you should be able to:

1.0 Identify the various conceptualizations of career education and determine how you will define and teach it in your work.

  1.1 Work ethic focus
  1.2 Life ethic focus
  1.3 "Part of education" approach
  1.4 "All of education" approach

2.0 Identify the major career education competencies needed by handicapped students to assimilate and function sucessfully within society

  2.1 Daily Living competencies
  2.2 Personal-Social competencies
  2.3 Occupational competencies

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* Dr. P. Cegelka, University of Kentucky, assisted in the conduct of this workshop.

3.0 Identify the major career education curriculum modifications needed for handicapped students.

3.1 Shift from content to process-based curriculum
3.2 Shared responsibility among all school disciplines
3.3 Substantial involvement of parents and community resources
3.4 All teachers relate subject matter to its career implications
3.5 Career awareness, exploration and skills development at all ages
3.6 Balance of content and experiential learning

4.0 Identify major sodrces of instructional materials and media relative to career education for handicapped students.

4.1 Information Systems
4.2 Special projects
4.3 Journals
4.4 Organizations

5.0 Identify the major publications currently available on career education for handicapped students.

5.1 Governmental publications
5.2 Commercial Publications
5.3 Professional organizations
5.3 Others

6.0 Identify the community resources most appropriate for the career education of handicapped students.

6.1 Family of the handicapped individual
6.2 Business and industry
6.3 Governmental agencies
6.4 Private agencies
6.5 Civic groups

7.0 Identify ways in which parents can be most appropriately involved in career education.

7.1 Home activities
7.2 Community activities
7.3 School Advisory Committees

8.0 Identify major techniques and materials available for assessing the career education potentials, interest and needs of handicapped students.

8.1 Work sample systems
8.2 Vocational tests
8.3 Experience-Based Career Education

9.0 Identify an inservice training procedure for school personnel, parents, employers, and agency workers so that career education can be extensively provided to handicapped students.

9.1 Project PRICE

    9.1.1. Important considerations
    9.1.2. Workshop process
    9.1.3. Workshop content
    9.1.4. Career education planning

10.0 Identify the major steps in developing a comprehensive career education plan for a school building or district.

    10.1 Prior to inservice workshops
    10.2 During and between workshops
    10.3 After the inservice workshops

11.0 Identify ways in which university programs can more expeditiously react to the career education movement and prepare personnel accordingly.

    11.1 Inservice
    11.2 Curriculum modifications
    11.3 Personnel

LEARNING ALTERNATIVES

The information required of mastering the objectives stated for this module may be acquired by engaging in any single or combination of the following:

1. Read the Workshop Summary "Career Education for the Handicapped";

2. View RETOOL Video Tapes VTR-CE 1-9; or,

3. Listen to RETOOL Audio Cassettes AC-CE 1-9.

Regardless of the Learning Alternative selected you should review the materials contained in the Resource Package entitled " Career Education for the Handicapped".

RESOURCE PERSONNEL

Should you require clarification of the content of any of the Learning Alternatives you may contact any of the following persons who participated in the workshop dealing with the topic of this module and agreed to serve as Resource Persons.

Dr. John Garrett, U.L.	Dr. Janet Johnson, N.K.U.
Dr. Cecelia Arbuckle, Brescia	Dr. Nancy Howard, Bell.
Ms. Carol Tackett, Pikeville	Mrs. Henrietta Duke, Cumb.

ADDITIONAL PARTICIPANTS

Mr. Richard Howard, E.K.U.	Dr. Jennifer Trap, N.K.U.
Ms. Linda Price, U.K.	Ms. Cathy Baker, E.K.U.

RESOURCE PACKAGE

1. Career Development for Exceptional Individuals, Vol. 1, No., Spring 1978.
2. Journal of Career Education, Vol. III, No. 3, Winter 1977
3. A Primer for Career Education
4. Career Education for Handicapped Students: A Method of Infusing C Career Education Into the Academic Curriculum
5. An Alternative Curriculum
6. Resource Materials: Career Education for the Handicapped
7. Government Resources for Career Education
8. Directory of Organizations Related to the Handicapped
9. Community Resources Important to Career Development of Handicapped Individuals
10. Career Exploration Systems
11. Project Explore: Special Education-Vocational Service Program
12. Journals with an Emphasis on Career Development
13. Publications/Instructional Materials - Career Education/Teaching Special Needs
14. Programmming Retarded in Career Education (PRICE)
15. PRICE Competency Rating Scale
16. PRICE Career Education Competencies/Sub-Competencies
17. Available P.C.E.H. Publications
18. Career Education Outcomes
19. "Which Activities are Really Infused?"
20. The President's Committee on Employment of the Handicapped
21. "How is Career Education Defined?"
22. The T.A.P. System

CAREER EDUCATION FOR THE HANDICAPPED

Dr. Donn E. Brolin
University of Missouri-Columbia

1.0 Definitions of career education range from those which are primarily work/job-centered to those who believe one's career is multifaceted and consists of many different roles: occupational, social, leisure, and inter-personal.

1.1 An example of the "work ethic" definition of career education

- Career education is the totality of experiences through which one learns about and prepares to engage in work as part of her or his way of living (Hoyt, 1975)

1.2 An example of the "life-centered" definition of career education

- A way of personalizing education bringing together the knowledge, skills and understandings individuals need to live full and productive lives. It requires that individuals understand themselves and how they relate with others, develop planning and decision-making skills and gain knowledge and understanding about their current and potential life roles and settings (State of Missouri)

1.3 Proponents of the perspective that career education should be part of the educational process are generally focusing their concerns on preparation for work.

1.4 Those conceptualizers who believe career education is education feel that education cannot be divided into segments such as career education, health education and the like. They recommend that substantial changes be made in all aspects of the educational process; not just the aspects that relate to the world of work.

2.0 Brolin (1974) has identified 22 career education competencies which he believes constitute the major skills handicapped students must learn if they are to be successful in today's rapidly developing and changing society.

2.1 There are 9 Daily Living Skills

2.1.1. Managing family finances
2.1.2. Selecting, Managing and maintaining a home
2.1.3. Caring for personal needs
2.1.4. Raising children, family living
2.1.5. Buying and preparing food
2.1.6. Buying and caring for clothing
2.1.7. Engaging in civic activities
2.1.8. Utilizing recreation and leisure
2.1.9. Getting around the community

2.2 There are 7 Personal-Social Skills

2.2.1. Achieving Self-awareness
2.2.2. Acquiring self-confidence
2.2.3 Achieving socially responsible behavior
2.2.4. Maintaining good inter-personal skills
2.2.5. Achieving problem-solving skills
2.2.6. Communicating adequately with others

2.3 There are 6 Occupational Guidance and Preparation Skills

2.3.1. Knowing and exploring occupational possibilities
2.3.2. Selecting and planning occupational choices
2.3.3. Exhibiting appropriate work habits and behaviors
2.3.4. Exhibiting sufficient physical-manual skills
2.3.5. Obtaining a specific occupational skill
2.3.6. Selecting, securing and maintaining employment

3.0 If career education is to be comprehensively designed and implemented for handicapped individuals appropriately, several modifications in presnet practices will be necessary.

3.1 There must be a shift from the traditional content-based curriculum to one that is more process-based (i.e., relates curriculum directly to the outside world and focuses on each student's unique way of learning and being motivated).

3.2 All members of the school community will need to have a shared responsibility and a mutual cooperative relationship.

3.3 Learning must occur in the home, private/public agencies and in the industrial community as well as the school.

3.4 Teachers in every subject must relate their material to its career implications utilizing career education concepts.

3.5 Teachers must provide the opportunity for students to become aware of many diverse careers, to explore them through personal experiences, and to receive specific skill training in areas of interest and aptitude.

3.6 Teachers must permit a great deal of hands-on experiences, by providing a balance of content and experiential learning.

4.0 There are a great number of sources of instructional materials and media for providing career education to handicapped students.

4.1 Some major informational systems for career education are:

- ERIC Clearinghouse on Career Education at Ohio State University
- ERIC Clearninghouse on Handicapped and Gifted Children at CEC
- NIU Information Program in Career Education at Northern Illinois U.
- The Center for Vocational Education at Ohio State U.
- National Information Center for Special Education Materials at USC
- The Wisconsin Vocational Studies Center at University of Wisconsin
- National Center for Career Education at University of Montana

4.2 Some major projects that have developed instructional materials and media

- Project Discovery, Red Oak, Iowa

- Career Education Curriculum Project, University of Missouri-Columbia
- Career Education for the Mentally Retarded Project, Weld County BOCES, La Salle, Colo.
- Me in the Futre: A Science Program for Special Education and Career Awareness, Biological Sciences Curriculum Study, Boulder, Colo.

4.3 Journals which provide information on appropriate instructional materials and media are

- Career Development for Exceptional Individuals, CEC Division on Career Development
- Career Education Journal, Department of Defense, Office of Dependent Schools
- Career Education News, Bobit Publishing Company
- Career Education Quarterly, National Association for Career Education
- Career Education Workshop, Parker Publishing Co.,,Inc.
- Illinois Career Education Journal, Illinois Office of Education
- Journal of Career Education, University of Missouri-Columbia

4.4 Organizations which are specifically devoted to the career development of handicapped are

- Division on Career Development, Council for Exceptional Children
- National Association of Vocational Education Special Needs Personnel, American Vocational Association
- Vocational Evaluation and Work Adjustment Association, National Rehabilitation Association

4.5 Some other sources that are good for providing information on materials and media are

- President's Committee on Employment of the Handicapped
- American Printing House for the Blind
- General Motors
- American Talephone and Telegraph

5.0 There are a great number of publications on career education for the handicapped which should be obtained for reference.

5.1 Governmental publications include

- Monographs on Career Education, U.S. Office of Career Education
- Selected Career Education Programs for the Handicapped, USOE/BEH
- Improving Occupational Programs for the Handicapped, USOE/BEH
- Proceedings of the Conference on Research Needs Related to Career Education for the Handicapped, USOE/BEH

5.2 Commercial Publications include

- Vocational Preparation of Retarded Citizens, Charles E. Merrill Co.
- A High School Work-Study Program for Mentally Subnormal Students, Southern Illinois University Press
- Career Exploration and Preparation for the Special Needs Learner, Allyn and Bacon, Inc.

5.3 Organizations publications include

- Career Education: Exemplary Programs for the Handicapped, CEC
- 100 Successful Vocational Special Needs Programs, AVA/NAVESNP

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5.4 Other publications which should be helpful relative to career education for handicapped include

- Preparing Vocational and Special Education Personnel to Work With Special Needs Students: A Teacher Education Resource Guide, University of Illinois.
- Vocational Education for Students With Special Needs, Colorado State University
- Programming for the Handicapped: Accomplishments, Commitments and Forecasts, Texas A&M University
- Employment of Handicapped People in Leisure Occupations, PCEH

6.0 There are a great number of community resources that are available for involvement in career education programming for handicapped students.

6.1 Families of handicapped students can be important teachers of career development skills by providing meaningful home activities, developing community resources and opportunities, and by providing school personnel with curriculum development ideas.

6.2 Business and industry can provide schools with classroom speakers and materials on specific careers, plant visits, job experiences, curriculum suggestions, and in many other ways.

6.3 Governmental agencies such as vocational rehabilitation, workshops, employment service, public health, social service and others can provide a wide array of career development services during and after the conclusion of the school program.

6.4 Private agencies such as certain rehabilitation facilities, social service agencies, and mental health centers provide specialized services related to career development needs of handicapped students.

6.5 Civic groups such as the League of Women Voter's, 4-H Clubs, YMCA and YWCA, church groups, Kiwanis, American Legion and others can be tapped for special projects that will beneifit handicapped individuals.

7.0 Parents are extremely significant to the career development of their handiapped child and can participate in many ways.

7.1 Home activities such as a workshop, specific jobs and duties, family projects, and daily physical exercises can develop coordination, dexterity, balance, strength, work habits and skills.

7.2 Community activities such as visitations to job sites, camping trips, sport events, church, and other out-of-the home experiences will build leisure, recreation, social and vocational interests and skills.

7.3 Involvement on School Advisory Committees will help the school build a more responsive curriculum, develop further resources, and help the family understand what and how they can assist the stduent in his/her career development.

8.0 Several career assessment techniques and materials are presently available for helping to identify the potentials, interests and needs of handicapped students.

8.1 There are at least a dozen work/job sample systems presently available for assessing vocational interests and aptitudes in specific vocational areas.

- Vocational Information and Evaluation Work Samples (VIEWS), Jewish Employment and Vocational Service, Philadelphia, Pa.
- JEVS Work Samples, Jewish Employment and Vocational Service, Philadelphia, Pa.
- Talent Assessment Program (T.A.P.), Des Moines, Iowa
- MICRO-TOWER, Institute for Crippled and Disabled, New York City
- Singer Vocational Evaluation System, Rochester, New York
- Hester Evaluation System, Goodwill Industries, Chicago
- Valpar Component Work Sample Series, Tucson, Arizona
- Comprehensive Occupational Assessment and Training System (COATS), PREP, Inc., Trenton, New Jersey
- Wide-Range Employment Sample Test (WREST), Guidance Associates, Wilmington, Deleware
- McCarron-Dial Work Evaluation System, Commercial Marketing Enterprises, Dallas , Texas
- Systematic Approach to Vocational Evaluation (S.A.V.E.), Rome, Ga.
- TOWER, Institute for Crippled and Disabled, New York City

8.2 There are also a large number of vocational tests appropriate for assessing the career development needs and potentials of handicapped persons.

- Pennsylvania Bi-Manual Test
- Purdue Pegboard
- Crawford Small Parts Dexterity Test
- Minnesota Spatial Relations Test
- Revised Minnesota Paper Form Board Test
- Wide-Range Interest-Opinion Test (WRIOT)
- Reading-Free Vocational Interest Inventory
- Social and Prevocational Information Battary

8.3 Experience-Based Career Education (EBCE) is an alternative program for high school students which provides them with an opportunity to explore occupations while taking academic subjects for graduation. It takes the regular courses students normally study and adds in people, self, jobs, and the way communities work.

- A Learning Coordinator works on an individual basis with each student in developing job and academic experiences
- A Student Program Guide is used to help students select career experience sites
- Several Cross Reference Catalogs provide suggested resources and activities to meet specific subject activities
- A Student Career Guide helps the student conduct a self-directed exploration of career and occupational opportunities
- An Experience Site Learning Guide provides the Learning Coordinator with information about job sites and occupations

9.0 Inservice training of school personnel, parents, employers, and agency workers will be necessary if career education is to become a reality in school districts for handicapped students.

9.1 Project PRICE (Programming Retarded in Career Education) which was conducted at the University of Missouri-Columbia resulted in the development of an inservice procedure and materials which will be published by the Council for Exceptional Children in 1978.

9.1.1 Some important considerations promulgated by the PRICE Model are

- A local team of trainers must be selected who are effective presentors

- Participants should come from all levels of education K-12 and include administrators, counselors and teachers
- Arrangements prior to the workshops should consider an obligatory contract, trainer preparation, conducive meeting place, publicity, and professional growth credits

9.1.2 A workshop group process model is used to maximize the input, problem-solving and decision-making abilities of the participants and consists of the following four components

- A large group presentation or demonstration
- A small group activity
- Small group reports
- A large group discussion with participants

9.1.3 The twenty sessions comprising the 26½ hour PRICE inservice program are

- Orientation
- Group Process Techniques
- Mental Retardation
- Appropriate Educational Programming
- Career Education
- Instructional Strategies
- PRICE Competency Units
- Resources and Materials
- Personal-Social Skills
- Daily Living/Occupational Skills
- Community Resources
- Family Assistance
- Individualized Education Program
- Student Assessment
- Career Education Programming
- Review of Data
- Instructional Goals: Responsibilities
- Instructional Goals: Resources
- Community Assistance--Administrative Goals
- Future Actions and Workshop Evaluation

9.1.4 A Career education plan is developed prior to, during, and after the inservice workshops and provides the behicle by which the particpants input and commitment is put into motion and career education is implemented in the district

10.0 Several major steps or activities are necessary in developing a comprehensive career education plan for a school building or district.

10.1 Prior to the inservice workshops, the following is suggested

- Organize a Special Needs Committee to provide direction and leadership
- Review literature and programs on career education
- Develop a tentative philosophy and model for career education
- Conduct district-wide inservice need assessment studies
- Conduct student competency assessment studies
- Prepare for inservice training program
- Decide upon evaluation procedures for the workshop and program

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10.2 During the inservice workshops, the following will be necessary

- Participant reaction to Committee's work and suggestions
- Expansion upon the Committee's efforts by participants
- Grassroots input and commitment to career education in the district
- Identification of new leaders to help facilitate the career education plan

10.3 After the inservice workshops, the following will be necessary

- Collect and analyze workshop input from participants
- Investigate othermatters that emerged from the workshops
- Write the final career education plan(s)
- Present plan to participants for their review, suggestions and approval
- Present plan to central administration for recommendation to school board
- Secure resources
- Develop expanded cooperative relationships
- Implement program
- Evaluate

11.0 University training programs will need to respond to the career education concept if new personnel are to have the attitudes and skills to make it a reality for their students. Some of the ways university programs can respond to this need are listed and discussed below.

11.1 Providing inservice to their faculty in a manner similar to the Project RETOOL concept (Note: There is a special component of the RETOOL project specifically devoted to career education. The University of Kansas has developed an effective program that should be investigated by interested parties).

11.2 Determining how their preservice courses can be modified to incorporate career education concepts into their design.

11.3 Employing certain personnel who have the background, training and orientation to teach career education and provide leadership in its developmen within the university structure.

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EARLY CHILDHOOD EDUCATION
FOR
EXCEPTIONAL CHILDREN

Dr. Merle B. Karnes

Institute for Child Behavior and Development

University of Illinois

Ms. Barbara Franke

Precise Early Education of Children with Handicapped (PEECH) Project

University of Illinois

COMPETENCIES

The special education teacher trainer will be able to present, discuss, develop and make assignments and evaluate students regarding: 1) the establishment of appropriate learning environments for preschool exceptional children, 2) an instructional planning process, 3) modification of curriculum for preschool exceptional children, and 4) techniques for involving families in the educational process.

RATIONALE

The major thrust for developing programs for young handicapped children dates back to 1968 when the Early Childhood Assistance Act was passed. At that time, there were a number of training programs at universities to prepare students to work with young non-handicapped children. Training in special education of older children was found in almost every state. It has been recognized, however, that training to work with young non-handicapped children or older handicapped children is not adequate training for those who aspire to work with the young handicapped child.

Many states have permissive legislation for education of handicapped children down to age 3 or down to zero, and a few states have mandatory legislation. Thus, the need for training teachers is critical and universities and colleges are beginning to recognize that they have a responsibility to meet the demand for trained personnel.

OBJECTIVES

Upon completion of this module the participants should be able to:

1.0 Identify principles that guide the development of an early education program for handicapped children.

   1.1 Age on intervention
   1.2 The instructional program

1.3 Adult/child ratio
1.4 Staff development
1.5 Family Involvement
1.6 Articulation from level to level

2.0 Identify the issues and problems involved in providing educational services to preschool handicapped children.

2.1 Identification
2.2 Strategic age of intervention
2.3 Selection of a delivery system
2.4 Use of paraprofessionals
2.5 Selections of an educational approach
2.6 Selection of a classroom assessment instrument
2.7 Mainstreaming
2.8 Teacher training
2.9 Legislation
2.10 Family Involvement
2.11 Behavior management
2.12 Use of ancillary personnel
2.13 Individual Educational Plans
2.14 Follow-up
2.15 Program evaluation

3.0 List considerations that guide the selection of a system for delivering services to preschool handicapped children.

3.1 Age of the population
3.2 Type of handicapped children being served
3.3 Geographic location
3.4 Philosophy of the parents and/or the community
3.5 Types of services the children will need
3.6 Training of personnel
3.7 Financial constraints

4.0 List components to be included and factors to be considered when developing a dailey classroom schedule

4.1 Small group instructional activities
4.2 Large group activities
4.3 Child selected activities
4.4 Planning and evaluation
4.5 Children's educational needs and length of attention spans
4.6 Alternate large and small group and active and passive activities

5.0 Lists factors to be considered when orgainzing classroom space

5.1 Children's needs
5.2 Teachers' needs
5.3 Boundaries
5.4 Multi use of space
5.5 Noise
5.6 Circulation

6.0 Describe alternatives instructional models

- 6.1 Behavior analysis
- 6.2 Open education
- 6.3 Partial open
- 6.4 Montessori method
- 6.5 Piagetian
- 6.6 Direct teaching

7.0 Describe the four steps of the instructional process

- 7.1 Assessment
- 7.2 Designing and implementing an individualized program
- 7.3 Evaluating progress
- 7.4 Continuing and adjusting the instructional program

8.0 Describe how curriculum resources are utilized and adapted in preschool programs for handicapped children

9.0 Describe guidelines and procedures for developing family involvement program

- 9.1 Conclusions drawn from research on family involvement
- 9.2 Assumptions underlying a family involvement program
- 9.3 Establishing goals for parent involvement
- 9.4 Alternatives strategies for meeting involvement goals

LEARNING ALTERNATIVES

The information required of mastering the objectives stated for this module may be acquired by engaging in any single or combination of the following:

1. Read the Workshop Summary "Early Childhood Education for Exceptional Children";
2. View RETOOL Video Tapes VTR-EC 1-10; or,
3. Listen to RETOOL Audio Cassettes AC-EC 1-10.

Regardless of the Learning Alternative selected you should review the materials contained in the Resource Package entitled "Early Childhood Education for Exceptional Children".

RESOURCE PERSONNEL

Should you require clarification of the content of any of the Learning Alternatives you may contact any of the following persons who participated in the workshop dealing with the topic of this module and agreed to serve as Resource Persons.

Ms. Jan Barthle, U of L
Dr. Nancy Howard, Bell.
Ms. Nancy Beal,
Jefferson County Assoc. for Retarded Citizens

Ms Carol Tackett, Pike
Ms. Judith Jones, Spald.

ADDITIONAL PARTICIPANTS

Dr. F. Crooks, W.K.U.
Dr. Bob Simpson, N.K.U.
Ms. Carlend Gobert, B.E.E.C.
Mr. Brian Enright, W.K.U.
Dr. Jennifer Trap, N.K.U.
Ms. Mavis Broome, Cumb.
Dr. John Vokurka, W.K.U.
Ms. Mary Wilkins, W.K.U.
Dr. Karen Greenough, E.K.U.
Dr. Marty Martinson, U.K.
Dr. Janet Johnson, N.K.U.

RESOURCE PACKAGE

1. Family Involvement (PEECH Project)
2. Classroom Planning and Programming (PEECH Project)
3. Family Involvement Planning Guide
4. Songs for Preschool Children
5. Indoor and Outdoor Faculties: Equipment and Materials
6. Curriculum and Methods in Early Childhood Special Education: One Approach
7. Hiring and Training Paraprofessionals
8. Improving Instructional Decisions in the Preschool Classroom
9. Screening – Evaluation – Placement
10. Developmental Guidelines
11. Numerous Articles Pertaining to Early Childhood Education for the Handicapped

EARLY CHILDHOOD EDUCATION FOR EXCEPTIONAL CHILDREN

Dr. Merle B. Karnes
Barbara Franke

1.0 When initiating a program for young handicapped children certain basic principles must serve as a guide to ensure the development of exemplary services. A commitment to the following beliefs must be manifested by parents, administrators, teachers, ancillary personnel and the lay public. These principles include: (1) age of intervention, (2) instruction of the child, (3) adult-child ratio, (4) staff development, (5) family involvement, and (6) articulation from level to level.

1.1 The earlier the child's handicapping condition(s) is identified and an appropriate program is provided the greater the chances are of alleviating, ameliorating or compensating for his weaknesses and maximizing his potential. The longer the handicapping condition exists without intervention the more difficult it is to reverse the ill effects of the handicapping condition.

- The preschool years are critical years in the development of the child. If the handicaps of children are identified and appropriately programmed for prior to six years of age, many of the handicaps can be alleviated and special education may not be necessary in subsequent years. This is especially true for the mildly handicapped, although all children who are handicapped can be helped to function at a higher level with early intervention that meets their special needs.

- While there is little hard data to indicate the most strategic age for intervention, logic and experience tells us the earlier the better. In other words, if a child's handicaps can be identified during infancy then this is the time intervention should start. However, it is not always possible to intervene as early as desired because of financial constraints.

- Age at which intervention programs are provided in the public school is determ[illegible] in part by the legislation. A few states have mandatory legislation down to zero; others have permissive legislation which permits identification and programming for infants. Most states have legislation down to age three. It is hoped that all states will ultimately have legislation down to zero.

- Schools wanting to initiate programs for young handicapped children may need to develop an awareness of the need for and value of early intervention of the handicapped in order to obtain the commitment and the support of the public and the professional community.

- Gains made during the preschool years can have a cumulative beneficial effect. For example, a child who has handicaps in the area of language development will certainly benefit in subsequent years from intervention which enables him to develop language skills during the preschool years. A child who does not have good language skills will not be able to progress very well academically.

1.2 An instructional program for a child with handicaps must be precise and individualized. There is no one best approach for educating handicapped children but all exemplary programs develop an individual education program for the child.

- An exemplary program is developmentally based. Personnel through careful observation assess where the child is in important areas of development such as gross motor, fine motor, cognition/language, self-help, social-emotional development, and school readiness. The staff must be aware of the child's developmental level in order to plan an appropriate program which is compatible with the child's stage of development.

- There are a number of approaches that one can choose for educating handicapped children. Whatever approach is chosen careful planning is imperative. This planning includes determining the child's strengths and educational needs and prioritizing his needs to determine long range and short range goals. It is important to determine the effectiveness of the program in terms of the number of goals each child has achieved. Charting the child's progress is helpful in interpreting not only how she/he is progressing but also in formulating future plans for the child.

- Many questions have been raised about programs that emphasize the cognitive development of the child. Inference has been made that emphasis on cognitive development interfers with social development. On the contrary, a program that helps the child become more competent cognitively almost invariably enhances social and emotional development. School personnel and parents want their handicapped child to be successful academically. To be successful academically a child must have good cognitive skills. An increase in cognitive skills not only facilitates academic achievement but it enables a child to cope more effectively with his environment. An emphasis on one aspect of development almost invariably has a positive effect on other facets of development.

- When programming for a child it is important to assess his strengths as well as his weaknesses in all important aspects of development. The IEP should reflect this belief. For the child's self-image it is important that he recognizes and that others recognize that while he has some weaknesses he also has some strengths. This belief, then, encourages the professional staff as well as the parents to view the whole child rather than focusing only on his specific problems.

1.3 To individualize instruction there must be a high adult-child ratio. Some children may need a one-to-one ratio for at least part of a day Others may be able to function effectively in a group of as many as five with one adult. The number of adults in a classroom for young handicapped children is contingent on the following considerations:

- Severity of the handicaps.
  If the classroom is made up of severely emotionally disturbed children more adults may be needed than if the children are moderately retarded.

- Age of the children.
  Infants need a higher adult-child ratio than handicapped children three to five years of age.

- Number of different types of handicaps.
  If there are children with several different types of handicaps in a given classroom--deaf, blind, orthopedically handicapped, emotionally disturbed—there is likely to be a need for a higher adult-child ratio.

- Type of program.
  A behavior modification approach with severely emotionally disturbed children will likely need more adults than a structured, teacher-directed program for mild to moderately multihandicapped children.

- Length of the program day.
  A full day program may need more personnel than a half-day, especially since children will be provided with lunch.

- There are many sources for recruiting adults to work in the classroom. Paraprofessionals with some training, especially at a junior college level, can often be found to serve as teacher aides. There must be a belief that paraprofessionals can work effectively with young children and enhance their progress. In fact, there have been research studies that indicate if paraprofessionals are supervised by competent professionals the child's progress can be comparable to that achieved by an all professional staff.

1.4 Staff development is a must to ensure an exemplary program. This belief must be reflected in the budget since a well developed professional growth program requires funds to bring in speakers, for staff to attend conferences, to purchase current literature for the professional library, and to visit other programs. Time during the day should be set aside for professional growth—such activities need not always require financial resources but certainly such activities require time. A case conference can be a valuable professional growth experience which largely requires only staff time. What one learns from a case conference can sometimes be generalized and applied to other children with similar problems and/or talents.

- A good staff development program assesses the needs of each staff member and develops an in-service training program to meet individual and group needs.

- A variety of alternative activities should be made available to staff in order to meet individual needs.

- In-service programs must be flexible enough to address emerging needs that were not anticipated when the program was developed for the year. At the same time long range planning is important. An in-service training program should not be crisis based.
- Evaluation of the professional growth program should be an integral part of the program.

1.5 Family involvement is felt to be critical for any exemplary program. Professionals often have a poor attitude toward parents and even go so far as to view them as "troublemakers" or meddlers. It is not uncommon for professionals to have little confidence in the parents' abilities to contribute to the program. As a general rule, professionals are ill prepared to work with parents. This lack of skills has a great deal to do with their negative attitude toward parents.

- Institutions of higher learning have an obligation to develop courses and practicum experiences to train students to be competent to work with parents.
- Public schools and other institutions providing services to young handicapped children must include in the in-service training programs provisions for helping personnel develop new and improved skills for working with parents.
- It is believed that all members of the family, not just the parents, are important to the full development of the handicapped child. It may be that a sibling has accepted and has a greater understanding of his young handicapped brother or sister than even his parents. Therefore, this older sibling may be the most effective family member in directly teaching the young handicapped child. Each member of the family may be at different stages of acceptance and understanding of the child's handicap. Thus, each family member must be approached as an individual and must not be expected to participate as other members of the family or as members of another family who had a young handicapped child.
- Each family member is unique and, therefore, the involvement of the member of the family must be individualized. A number of alternatives must be made available to the family member. He should play a part in assessing his needs and planning his entry into the handicapped child's program. Flexibility and individualization are the key words in describing family involvement.
- Family members need feedback from the professionals with whom they are working to determine how effective they are in working in their young child's educational program. Procedures for evaluating a family member's progress should be jointly arrived at by the family member and the school staff member working with that family member.

- P.L. 94-142 mandates family involvement. Professionals no longer have the option of whether or not the family will be involved in the educational program of their child. The manner in which the law is implemented is not specified in detail, however, a voice in developing the child's IEP is clearly indicated.

1.6 Every program of excellence should be concerned with getting the child ready to successfully move to the next rung of the educational ladder commensurate with his abilities. The transition from one teacher to another must be carefully planned and executed. Some considerations for promoting this smooth transition are as follows:

- A good system of record keeping to pass on to the receiving teacher is a must. Included should be information on the child's strengths and weaknesses and how the child is functioning in critical areas of development. Also information about family involvement and family needs can be invaluable to the receiving teacher.

- Visitation of the receiving teacher to the preschool program to observe the handicapped child is highly desirable if this can be arranged. This requires that the decision as to whom will be receiving the child is finalized before the child leaves the preschool program.

- A case conference after the child has been enrolled in the new placement is desirable. The conference should include the preschool teacher and all ancillary staff members who worked with the child.

- A working arrangement whereby the receiving teacher feels free to contact preschool staff for consultative services is another beneficial arrangement to ensure smooth transition.

- Feedback from the receiving teachers of the handicapped preschoolers can provide valuable information for improving the preschool program.

2.0 One is faced with a number of basic issues when developing a program for young handicapped children. Unfortunately, there is no hard data to guide us in making decisions regarding some of the issues. Decisions are often made on what seems to be best for a given situation. Such considerations as financial resources, legislation, philosophical preferences, and availability of professional personnel, enter into the decision-making process. The following issues seem to be of most concern to those involved in programming for young handicapped children.

2.1 Certainly identification is a major concern of developers of preschool programs. To plan effectively administrators must know how many young handicapped children are in the school district or area.

- Determining the instrument(s) to be used in identifying the subjects is an important consideration. There are several screening instruments available but many developers have not established the reliability of their instrument.

- A screening device is not a diagnostic instrument, therefore, care should be taken not to use it as such. Screening should be accomplished in a relatively short length of time. A half-hour is thought to be sufficient. Sampling of critical aspects of development is felt to be crucial and parents' input is, of course, imperative.

- Diagnosis of those who fail the screening is usually conducted by team members including a psychologist, speech and language specialist, occupational or physical therapist, and social worker. Input from medical specialists is also important. Parents, of course, must be involved in all steps of the evaluation.

- A variety of diagnostic instruments should be available so that an instrument can be matched to the particular handicap of the child.

2.2 The strategic age for intervention is always a concern. We do not have research data to point conclusively to the best age to initiate intervention. Experts in the field seem to agree that the earlier a handicap is identified the greater is the likelihood of the child making good progress in coping with the handicap. For example, deaf children who are provided services as infants have better speech and language than those who received an intervention program later in life. Some factors which have a bearing on what age intervention takes place are:

- Wishes of the parents.
  Some parents do not feel infancy or even the preschool years are strategic year for intervention. They hold that it is soon enough for the child to attend school at six or seven when school attendance is mandatory.

- Legislation.
  In states where there is no legislation or where the legislation is permissive and no financial help is given by the state, the school system may conclude that the strategic age for intervention must be age five or even six.

- Commitment of the local school system or other agencies serving handicapped children.
  Oftentimes school systems respond to pressure for providing services. If there are limited funds for special education and there is pressure to serve older handicapped children, the administration is likely to respond to this pressure by serving older children. Therefore, the young child may not receive services especially if there is no mandate to do so. Even if there is a mandate, only the obvious and more severely handicapped children may be served since these children are more easily identified. The mildly and moderately handicapped may go undetected without comprehensive identification program.

- Lack of knowledge regarding strategic age for intervention.

  Administrators may not be aware of the importance of early intervention. Thus, it became the responsibility of those committed

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to programming for young handicapped children to provide the information that will bring about an attitude favorable for establishing early education for the handicapped.

2.3 There are a number of delivery systems that have proved to be useful under different conditions. The three administrative systems commonly used are: (1) home based, (2) center based, and (3) combination of home and center-based. Who delivers the service—a professional staff member, a paraprofessional, a family member—is another aspect of delivery systems. Certain factors play a part in deciding which one of the three organizational plans will be used and who delivers the service. These considerations are as follows:

- Home based is usually chosen, (a) when children live in sparsely settled areas where it is too far to transport the child to a center on a daily or regular basis, (b) when the child is under three years of age, although there are some center based infant programs, and (c) when the family wants to have the services delivered at home.

- A center based program is usually chosen when the distance to transport children to the center is within a reasonable distance. Parents are often expected to come to the school regularly to participate in the program. In such programs school personnel confer and work with the parents in the school setting.

- A center-home approach is probably the most ideal approach but is also the most costly. Parents are expected to be involved in the school program and school personnel go to the home to work with the parents and observe the child in the home setting.

- Who delivers the service offers another issue. If the program believes the mother is the primary charge agent then the professional staff may choose to train the mother. Conceivably this choice may be closely related to financial concerns since training the mother by meeting two hours a week may be less expensive than another plan which entails the tutor going to the home one hour a day five days a week to teach the child. Another concern has to do with use of noncertified staff members. Here again, using noncertified staff to increase the adult-child ratio in a center based program is far less expensive than employing certified personnel to meet the demands of a high adult-child ratio.

2.4 Use of paraprofessionals is less of an issue than it was at one time, especially in regard to the use of noncertified personnel for direct teaching. Factors that ensure the effectiveness of a paraprofessional are:

- Preservice training prior to employment is desirable. In some states paraprofessionals must have 30 hours of formal training at an institution of higher learning for a school system to be eligible for state reimbursement.

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- Ongoing in-service training of paraprofessionals is a must. These activities should be an integral part of any preschool program.

- The head teacher or ancillary staff member should take part in selecting the paraprofessional with whom she/he is to work.

- When selecting a paraprofessional care must be taken in order to determine how effectively she/he relates to young children and to adults. Since a preschool program requires a team effort, it is critical that the paraprofessional, as should all staff members have good interpersonal skills.

- The role she/he is to play on the preschool team must be interpreted and fully understood by the paraprofessional before she/he is employed in the program.

- A system for evaluating the work of the paraprofessional is essential for his professional growth. The paraprofessional should be an active participant in evaluating his effectiveness.

2.5 Identifying an approach which is most effective with preschool handicapped children is yet another issue. Research has not identified one best approach and probably never will since approaches and their effectiveness depend, in part, on the type of children being served. There are critical components that set good programs apart from poor programs. The approach that is chosen is related to the following:

- Philosophy of the staff.
  If the staff believe that the program should be informal and take the cues from the child, then an open approach might be the one chosen. On the other hand, if a more directed approach is used where the teacher develops specific lesson plans to meet individual needs, then a program such as the Portage Project at the Portage, Wisconsin Public Schools or the PEECH (Precise Early Education of Children with Handicaps) Project at the University of Illinois might be the approach selected.

- Training of personnel.
  Persons naturally lean toward doing what they know best. If a teacher is trained in the Montessori Method then, of course, she/he will want to use that approach. A person trained in and committed to behavior modification methods and techniques will lean in that direction when choosing an approach.

- Types of handicaps.
  If the children are severely and profoundly handicapped it is likely that an approach grounded in behavior modification techniques will be the most appropriate. On the other hand, a model proven to be effective in educating deaf children will be chosen if the young handicapped children are deaf.

2.6 What classroom assessment instrument to use is an issue every staff of programs for young handicapped children must address. In a recent study of instruments used in Head Start, it was discovered that some 150 different assessment instruments were being used in Head Start programs. The two most frequently mentioned were: (1) Denver Developmental Scale designed for screening and not classroom assessment, and (2) The Learning Aptitude Profile (LAP) developed in the Chapel Hill, North Carolina Public Schools. Some considerations in selecting a classroom assessment instrument are as follows:

- One that adequately samples behavior and pinpoints critical milestones that have implications for programming is important.
- An instrument that is valid and reliable is still another consideration. Unfortunately, most of the instruments in use today have not acccompanying data to indicate reliability.
- The instrument must obtain essential data for the program without undue time requirements. Such instruments will take more time to administer than a screening instrument but at the same time it cannot place undue time demands on the teacher.
- Items on the assessment instrument must point the way to instruction. In other words milestones included on the assessment instrument should be ones that have implications for education.
- The instrument must contain developmental milestones that are compatible with the handicapped child's stage of development. If he is functioning at one and a half to two year level, then an instrument which goes down to only the three year level will not be of much help.

2.7 Mainstreaming or placing young handicapped children in the least restrictive environment should be the goal of all preschool programs. Just placing the handicapped child with nonhandicapped children will not automatically benefit the handicapped. Procedures must be worked out to accomplish this goal. Very little to date has been done to develop and test effective procedures. How mainstreaming is to be accomplished becomes a problem since most states do not provide funds for educating nonhandicapped three and four year olds. Several plans have been used in various parts of the country and some of these are:

- Reverse mainstreaming.
  A few nonhandicapped children are enrolled in classes for the handicapped.
- Visitation by nonhandicapped children.
  On a certain day, nonhandicapped children are invited to the class for handicapped children. This differs from the first in that different children come to the class at different times and they are not enrolled in the class on a regular basis.
- Attendance in a preschool class and enrollment in Head Start for a part of the day.
  This plan offers the special help in a segregated class for part of the day and in the Head Start for the other part of the day. This can present complications with transportation but the plan has worked in some communities.

2.8 What consitutes an exemplary teacher training course in early childhood handicapped remains an unanswered question. Some considerations are:

- What courses should be provided for certification?
- Should the training course be competency based?
- How long should the training course be?

2.9 Legislation remains another issue. Those concerns centering around legislation are:

- At what age should legislation allow for intervention—zero, three, five years of age?
- What financial assistance should the state be expected to provide?
- Should the legislation be permissive or mandatory?

2.10 Family involvement is deemed to be critical in an exemplary program. Flexibility and individualization is thought to be key words in describing a parent involvement program. Issues relative to family involvement seem to be:

- How to assess the needs of parents and other family members.
- How to meaningfully involve family members in the program including formulating the IEP.
- How to determine entry level.
- How to evaluate the progress of family members.

2.11 Behavior management is a concern of not only school personnel but families as well. Some of the concerns of both groups are:

- How to choose the best technique to alleviate the undesirable behavior of the child.
- How to ensure that the home and school are using consistent child management methods and techniques.
- Effective preservice and in-service programs for personnel is essential to ensure competencies in this important area.
- How to train parents to become proficient in using and selecting appropriate child management techniques.

2.12 Use of ancillary personnel is a persistent issue. Some problems in this area are:

- When to refer to ancillary personnel.
- The setting for services of ancillary personnel—within the classroom or in a clinical setting.

- Relationships of ancillary personnel to parents.

2.13 The formulation of an IEP is, of course, mandatory. Just how P.L. 94-142 is implemented varies from program to program. The facets of the problems are:

- Determination of the long range goals and short term goals.
- Who is involved in writing the IEP—special teacher, regular teacher, ancillary personnel, parents?
- Evaluation and charting of child progress.

2.14 Follow-up of the handicapped child to the next level of his educational ladder is considered an issue that has not been resolved.

- Who is responsible for the follow-up?
- What consitutes a well developed program for helping the child make a smooth transition from one level or classroom to another?
- Who determines the effectiveness of follow-up?
- What relationship does follow-up have to improving a preschool program?

2.15 Program evaluation, while considered important, is usually not very well developed and executed. The following seem to be some of the issues related to evaluation.

- Who is responsible for the evaluation?
- How is the program best evaluated?
- When should evaluation take place?
- What procedures and instruments are appropriate for evaluation?
- For whom is evaluation conducted?

3.0 There are two major delivery systems for providing educational services to young handicapped children: (1) home based, and (2) center based. However a combination of the two is frequently used. Currently, all programs must have parent involvement; therefore, there will not be center or home based programs where the parents are not an integral part of the program. Considerations that guide the selection of the type of delivery system chosen are as follows:

3.1 Age of the population.
Customarily programs for infants are delivered in the home. However, some center based programs for infants do exist. The physical requirements for a center based program for infants is quite different than for older children as are the local or state regulations for day care of infants. Such requirements and regulations may influence the selection of the delivery system.

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3.2 Type of handicapped child being served.

If a center based program is located in facilities that do not accommodeate severely physically handicapped children, the delivery system for that child may need to be home based. On the other hand, if there is a regional program for deaf children which is staffed with trained teachers of the deaf and the building is specifically designed and equipped for the deaf then it would be likely that a deaf child would be placed in this center based program.

3.3 Geographical location.

In sparsely populated areas where the children live a great distance from each other, a home based program may be the best delivery system. Obviously, if it takes an hour or more for a child to be transported to a center based program, he may be overtaxed physically and thus, not receptive to the offerings of the preschool.

3.4 Philosophy of parents or community.

Some parents are simply not willing to send their young handicapped child to a center based program. Some religious beliefs endorse the young child staying in the home with his parents and siblings until he is at least school age. Some communities as a whole frown upon young children leaving the home to attend a preschool, however, this point of view is becoming less prevalent with the increase in working mothers.

3.5 Types of services needed.

If a child is multihandicapped and needs several types of services such as speech, physical therapy as well as the services of a teacher, it may be more advantageous to deliver all of these services in a center. Sending a variety of professionals to the home is time consuming as well as expensive. In a case such as this a center based program may be the logical choice.

3.6 Training of personnel.

Regardless of geographical location, costs, or desire of the parents, it simply may not be feasible for a child to be instructed at home because a trained teacher is not available to send to the home. For example, parents of a young deaf child may not be in favor of sending the child to a center based program for a variety of reasons--philosophical and geographical. However, if the only trained teachers of the deaf are in a center, the parents and school personnel may conclude for the best interest of the child she/he should be placed in the center based program. In some instances a paraprofessional closely supervised by a professional may acquire adequate skills to deliver services in the home to children who have certain handicaps such as language delays.

3.7. Financial constraints.

The expenses of operating a home based or center based program vary according to the frequency the child is seen and whether the services are being delivered by paraprofessionals or professionals. Obviously, a center based program that provides a wide variety of ancillary services where the child attends daily will be more expensive than a home based program where a paraprofessional visits the home once a week and the program is delivered by the mother.

4.0 A daily classroom schedule provides a framework for teachers to plan specific learning activities within as well as provides consistency from day to day. Components to be included and factors to be considered include:

4.1 Small group instructional activities.

- Small group activities allow for close observation of behavior, a high level of verbal interaction, immediate feedback, active child participation and systematic, individualized programming.
- The content of these activities should focus on the areas in which the children have the greatest needs which may include cognitive, language, motor and self-help.
- An individual behavior objective is written for each child and the activity is adjusted so each child's individual needs are met.
- The length of the activities is based upon the length of the children's attention spans. The length of the lesson should increase as the children's ability to attend increases.
- The number of children in each group should not exceed five.
- Each child's strengths should be reinforced by encouraging him to model behavior and skills for the other children.

4.2 Large group activities which include all the children.

- Provides opportunity for all children to interact with and model for each other.
- Encourages socialization as each child works as a member of a group.
- Developes patience and the ability to take turns which is necessary for kindergarten.
- Provides the opportunity for some children to assume a leadership role and its responsibilities.
- Encourages and produces greater divergency of thought.
- Activities may include music and movement, snack or meals, gross motor, art, group meeting, story and dramatics.

4.3 Child selected activities.

- Provides opportunity for each child to utilize the skills he has acquired and to acquire new skills and knowledge as he interacts with the materials in the various learning centers.
- Provides opportunity for the children to interact in situations that are not teacher organized or directed.
- Children can engage in activities of their choice.

- Children can develop and pursue interests which can be incorporated into the small group lessons.

- Teachers can organize one-to-one learning situations for children who need additional individual instructional time.

- Teachers can reinforce and extend the skills the children have acquired.

4.4 Planning and evaluation.

- Time should be allowed each day before the children arrive for gathering lesson materials, reviewing the activities of the day, and role playing small group lessons.

- Time should be allowed each day, after the children leave, for recording child progress data and anecdotal records (if this can't be done immediately following the lessons), planning the next day's activities, reviewing each child's progress towards goals, and discussing general classroom procedures so they may be improved.

4.5 Children's educational needs and length of attention spans.

- The children's needs, as determined during the assessment process and documented on the IEP's, is the basis for determining the content of all activities (gross motor, language, fine motor, self-help, cognitive, social, etc.).

- The length of each activity is determined by the length of the children's attention spans. Activities that are game oriented (fun) and require active child participation will hold a child's attention longer than activities that are not. Each child's attention span should increase as the year progresses.

4.6 Alternate large and small groups and active and passive activities.

- Small group activities require the children to often sit, be attentive and perform a variety of challenging tasks. Small groups will be more effective if they are alternated with large group activities which are often less intensive and demanding.

- Passive activities (often small group lessons) are more effective if alternated with active activities. Children will more easily be attentive during each passive activity if there is opportunity to be active (release energy) between each activity.

5.0 An attractive, well arranged classroom is necessary in order for each day to flow in a smooth and organized manner. The schedule should guide the way in which the classroom is arranged. The classroom arrangement should enhance the implementation of the daily schedule. The following factors should be considered:

5.1 The children's needs.

- Shelves that store the children's toys and materials should be at their height (approximately 4') so as to encourage independence.
- Chairs and tables should be child size and height.
- Equipment should be adapted or specific equipment purchased for children with motoric disabilities.
- Storage space is necessary for the children's coats and school work.
- The environment should be uncluttered so as not to cause confusion and should not be overstimulating. This is particularly important for children who are easily distracted.
- The environment should be child oriented! The children should participate in the decisions and the actual work of creating the classroom environment.
- The environment should encourage child/child and teacher/child interaction, facilitate educational experiences and be flexible.

5.2 The teachers' needs.

- The teachers need storage space out of the children's reach.
- Storage space is necessary where each small group lesson is to be conducted. This should be out of the children's reach.
- Work space for planning and evaluating lessons is necessary. The large tables used by the children are usually sufficient.
- Adult size chairs.
- A file cabinet that locks for storing records is imperative.

5.3 Boundaries.

- Must be well defined.
- Furniture (shelves, puppet booth, easels, etc.) can be used to form "natural" boundaries.
- The use of each space should be clear to avoid such problems as blocks appearing in the woodworking area or books in the art area.

5.4 Multi-use of space.

- Few programs have enough space, equipment and materials to have separate learning centers for each schedules activity.
- Space should be arranged to accommodate several, different yet, compatible activities such as snack, art and cooking or math small group and fine motor.

5.5 Noise

- Small group sessions that are conducted simultaneously should be as far apart as possible to reduce noise distractions. This is especially important for children who have difficulty attending or in processing language.

- Centers that are established for child selected activities should be grouped so that the noiser centers are side by side (blocks, construction, housekeeping), quiet centers are side by side (language, books, listening), and centers which are not noisy and are not bothered by noise are in between the noisy and quiet centers to act as a buffer zone (art, fine motor, science).

5.6 Circulation.

Pathways should be well defined so the children have neither need nor option to move through one area to get to another. This helps to avoid hurt feelings, quarrels and disruptions.

6.0 Current research or practice has not identified a single best program for educating young handicapped children. This issue is of concern to the Federal government and recently in an RFP (Request for Proposals) it was specified that one area of investigation that needed to be pursued is the differential effects of different approaches. Almost all early childhood instructional models in some way use developmental milestones to at least assess children and, of course, develop individual educational programs based on the assessment. The instructional models that are most frequently used are:

6.1 Behavior Analysis.
This approach lends itself especially well to programs for the severely and profoundly retarded. Behavior analysis or behavior modification may or may not be used within other instructional models. It appears that a common practice is the use of a developmental approach coupled with behavior modification. This approach is used at the Portage Project; Portage, Wisconsin and at Teaching Research in Monmouth, Oregon. With the severely and profoundly retarded children task analysis is imperative. The goal is to shape behavior through reinforcing successive approximations.

Behavior analysis is characterized by employing cueing and reinforcement procedures. This approach is characterized by:

a. specifying desired performance
b. assessing behavior at entry
c. arranging the learning environment
d. delineating the reinforcers

- Continuous measurement over time is seen to be more important than periodic or summative evaluation.

6.2 Open Education.
This approach has been influenced by the British Infant School. An open education approach is currently being demonstrated at the University of

Illinois with young gifted/talented handicapped children. One challenge in using this approach is complying with P.L. 94-142. Following are characteristics of this model:

- Central to this instructional model is the concept of transaction.
- Freedom of choice is encouraged and highly individualized.
- A wide variety of activities are simultaneously occurring in the classroom based on transactions that take place between the children and the teacher(s).
- Structure emerges rather than is preplanned.
- Teachers encourage and stimulate but never dominate.
- Respect for the individual child and his interests and needs are important characteristics of the model. It is a humanistic approach.
- The day is integrated and children are expected, with the guidance and encouragement of the teacher, to synthesize their learning.

6.3 Partial Open.

Some teachers of young handicapped children have chosen to have a part of the day open and the remainder teacher-directed so as to assure the special needs of the child are being met. This approach is also demonstrated at the University of Illinois at Colonel Wolfe Preschool.

- The advantage of such an apporach is that the teacher is trying to capture the best of all worlds. She makes sure that there is specific programming in areas of weaknesses during the teacher-directed portions of the day. During the open portions of the day she encourages transactions which reinforce and extend on concepts taught during the structured periods. Consequently, transfer of learning is facilitated.
- One problem using such an approach is helping the children make the transition from the open to the teacher-directed portions of the day. The teacher must function quite differently during these two portions of the day which can be difficult at times.

6.4 Montessori Methods.

In recent years there has been a growing interest in the Montessori Method. Bonafide Montessori Schools are not supported by public schools; however, Montessori concepts are frequently incorporated into instructional models of public school programs for handicapped children. This approach was developed by Marie Montessori, a doctor, in Italy. Interest in the development of the mentally retarded motivated her to develop this instructional method. This method is characterized by:

- A prepared environment made up of an organized set of materials and equipment felt to facilitate the learning of the young child. It was felt by the developer of this approach that a prepared environment is essential to meet the child's need to order and attach meaning to his environment or to the world about him.

- The environment is scaled to the child's size both physically and conceptually.
- Freedom of movement is key to the apporach.
- Demonstrations are frequent; verbalization by the teacher is rare.
- A regular sequence of actions is stressed.
- Practical life exercises precede preacademic sensorial exercises.
- Play activities pervade such a classroom.
- Sensorial activities stress development of observational skills and decision-making.
- The approach is child centered.
- The teacher provides emotional support and serves as a resource to the child. Direct teaching is not characteristic of the approach. Inductive learning is stressed. She does demonstrate and collaborates with the child. Independence is encouraged.
- Heterogeneous grouping of children is the practice.
- Materials are self-corrective and carefully sequenced.

6.5 Piagetian Model.
This model derived from Jean Piaget is concerned with the cognitive development of children. The Piagetian theory is difficult to translate into an operational program. David Weikart at High Scope in Ypsilanti, Michigan uses this approach in programming for young handicapped children. The following represent the stages of development according to Piagetian theory.

- Sensory-motor period.
  Symbolic thought has its bases in the first two years of life when the child is progressing through the sensory-motor period. The child looks at things he hears, reaches for and manipulates or grasps things he sees and/or hears. During this stage, the concept of object performance is discovered by the infant. In other words, he learns that just because you can't see an object does not mean it has disappeared. During this period the infant also discovers that objects remain the same no matter what their context. The concept of causality begins to emerge during this stage. He discovers that certain causes bring about certain effects.
- Preoperational stage.
  During this stage language progresses at a rapid rate. The child's thinking is closely related to what he sees in his immediate environment. He attends to only one experience at a time or one property at a time.

- Concrete operations.
  Intuitive thought is emerging at this stage of congitive development. This stage is sometimes called logical operation and mental reasons on concrete objects and occurrences. The child becomes more objective and logical in his thinking. Seriation or serial ordering is characteristic of this stage of development. This operation is essential for the acquisition of number concepts. Class inclusion is another concrete operational ability. Here the child thinks about the parts and the whole independently. Another logical thought operation at this stage of development is referred to as reversibility. In other words for every action there exists another action which cancels it out. Addition, for example, is reversed by subtraction. Conservation acquisition is still another aspect of this stage and means that certain properties of objects remain unchanged even though there are certain changes in the objects. For example, one pie may be cut into eight pieces and the other is six but they still weigh the same. Associativity is the final example of concrete operational thinking. A child at this point realizes that the same parts may be combined in different ways resulting in an identical solution. For example, blue paint poured into yellow paint results in green. Yellow paint poured into blue paint likewise results in green.

- Formal operations.
  This stage usually occurs prior to age ten or eleven. This stage deals with the nonpresent and logical conclusions and hypothesis can be arrived at on a symbolic level. At this stage the child not only draws logical conclusions but he can also detect incongruities.

6.6 Direct teaching.

This model is one whereby the teacher assesses the child's needs and deliberately sets about teaching him those thing which he appears to be ready to learn or where there is a gap in his learning. An instructional model based on the clinical model of the Illinois Test of Psycholinguistic Abilities (ITPA) and the Guilford Structure of the Intellect (SOI) Model are instructional models that are used to prepare curriculum for the teacher to instruct the child; both models are congitive models. Such models coupled with the use of developmental guidelines are demonstrated at the University of Illinois at the Colonel Wolfe Preschool. The direct teaching model is characterized by:

- Carefully structuring the learning process so that learning is not left to chance.

- The child has very little to say about what he learns because this decision is usually made by the teacher.

- The careful planning of what the child is to learn lends itself to more precise evaluation of what he has learned.

- Periods are set aside during the day when children are taught language, mathematical concepts, motor, social studies, and science. Likewise, art and music periods are involved in the schedule. Only a small portion of the day is given to directed and free play.

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7.0 A teacher continually makes instructional decisions as she/he plans and implements the educational program. When making these decisions the teacher must consider the educational goals of the program, the strengths and needs of each child and the goals each parent has for his child. In order to make responsible decisions the teacher must be familiar with objectives appropriate for all children as well as objectives appropriate for children with particular handicapping conditions. The instructional process involves four general steps: (1) assessing the child's functional level via systematic observation, (2) designing and implementing an individualized program as a means of achieving these goals, (3) evaluating the child's progress toward meeting these goals, and (4) depending on the evaluation, continuing the present instructional plan or devising a new strategy to achieve the goals.

7.1 Assessment—systematic and objective observation and analysis of a child's skills and deficits to determine a starting point for educational programming.

- Assessment is usually conducted by teachers with the help of paraprofessionals, parents and ancillary personnel.
- Behaviors measured may include language, motor, perceptual, social, self-help and cognitive skills.
- In order to assess children in the classroom, teachers must have a knowledge of child development and good observational skills.
- Information obtained from the assessment is the basis for the decisions made when establishing annual goals and short-term objectives.
- Upon completion of the assessment, teachers are very familiar with each child's skills and deficits—this is imperative in order to establish an appropriate, individualized program.
- Assessment information may validate or question formal test results.
- Assessment data may indicate a need for more in-depth evaluation by other professionals.

7.2 Designing and implementing an individualized program.

- Based on assessment information an Individual Educational Plan (IEP) is developed which includes: (1) a statement of present levels of educational performance, (2) annual goals, (3) short-term instructional objectives, (4) educational services to be provided, (5) extent to which child will participate in regular education programs, and (6) appropriate objective criteria, evaluation procedures and schedules for determining whether short-term instructional objectives have been achieved.
- The short-term instructional objectives specified on the IEP's are task analyzed into a series of daily behavioral objectives (who will do what, under what conditions accurately).

- An activity which is game oriented and allows for active child participation is developed to teach towards the daily behavioral objective.

- Activity ideas may come from published curriculum kits, activity and idea books or may be developed by the teacher based on materials in the classroom or on materials she has made.

- A criterion activity may be developed to test if the child has achieved the objective.

- The behavioral objective, activity, criterion activity and materials required are recorded on a daily lesson plan—this preplanning is imperative if a lesson is to be effective.

- The individualized lessons are implemented during the small group instructional periods.

- The success of a lesson not only depends on how well it is written but also on how well it is presented. Lessons should focus on individual needs and should be implemented with enthusiasm, humor and flexibility.

7.3 Evaluating child progress.

- The child's performance on the criterion activity determines whether the behavioral objective was achieved. Performance may be recorded by a + (skill present), ± (skill emerging), and - (skill not present). Anecdotal notes that may be helpful in planning further instruction should also be recorded. This data provides the teacher with information as to how the child is progressing as well as feedback on the success of materials and procedures.

- Successful performance on a sequence of daily behavioral objectives should result in the attainment of a short-term instructional objective. Goals are reached when each short-term objectives that comprises the goal is attained. Progress towards short-term objectives and goals should be reviewed biweekly.

7.4 Continuing and adjusting the instructional program.

- Child progress data provides the teacher with information regarding the success of each child's instructional program. If a child is not adequately progressing, it may indicate that the objective, procedure and/or materials are not appropriate and should be adjusted. It may also indicate that the task needs to be broken down into smaller steps or that an unidentified problem exists that is interfering with learning. If a child is progressing the teacher is assured of the appropriateness of the objectives and teaching procedures. As objectives and goals are achieved the instructional process begins again with assessment.

8.0 The number of curricula resources developed for use with preschool handicapped children has significantly increased in recent years. Some curricula provide a detailed task analysis of the skill to be taught while the strength of other curricula is the creative and exciting way in which the concept or skill is taught. Some curricula are strong in specific areas of development (language or math) while other curricula may be strong in other developmental areas (cognitive or social). It is beneficial to teachers to have a variety of resources from which to develop the instructional program for each child. Published curriculum kits as well as idea and activity books can be valuable resources. Without adequate resources the task of instructional planning can take an inordinate amount of the teachers time. Care must be taken so that a curriculum package does not dominate the instructional program. The program should always be based on the educational goals established for each child and published or unpublished curricula only serve as a guide or resource. A teacher will not find one curriculum kit that will meet all the needs of all the children in her class. Therefore, the teacher must have skills in assessment; establishing appropriate goals, short-term and daily objectives; developing appropriate learning activities; task and goal analysis; individualizing a group learning activity as well as skills in adapting curriculum packages. Teachers must know the goals for the children, be able to plan to meet these goals and must be able to adapt when goals are not met. Curriculum resources can be utilized and adapted in the following ways:

- With a specific objective(s) in mind, a teacher may refer to curriculum resources in order to generate a clever idea for teaching the skill or concept.

- A teacher may know the skill she wants to teach but may not have it task analyzed into realistic and appropriate steps. Some curriculum resources offer a task analysis of a variety of skills. Being able to refer to such a resource can certainly save a lot of time for the teacher.

- Teachers often reinforce throughout the day the skills and concepts taught during small groups. Curriculum resources can provide suggestions as to how the learning of skills and concepts can be integrated into all aspects of the day. For instance, a teacher may be teaching the children to identify shapes during small group sessions. Curriculum kits and/or activity books can provide guidelines/suggestions as to how to reinforce these concepts during music and movement, snack and gross motor activities.

- A teacher may need to combine two separate activities from two curriculum resources in order to meet the individual objectives she has established for each child in the small group session.

- Teachers are often faced with having to find one activity that can be modified in order to meet the individual objective for each child in the group. For instance, a teacher using a book may ask one child to label the pictures of common items in the book (visual reception), another child may be expected to freely talk about each picture (verbal expression), while a third child may be asked to retell the major events of the story in the proper order (auditory sequential memory). Of course each modification is based on an objective the teacher has for that child. Curriculum resources can provide the teacher with an idea for a group activity which she can then modify in order to meet each child's individual needs.

- A lesson may be modified by substituting materials. For instance, when a child is first learning labels, actual objects may be substituted for pictures. Or a teacher may find a lesson on the primary colors which she/he can simplify by using materials of all the same color.

- The lessons in some curriculum kits present more concepts than some children can learn during one lesson. In such instances, the teacher may teach the concepts over several days time in order to reach the objective. Other activities may need to be task analyzed in order to teach the concept/skill in appropriate increments.

9.0 Family involvement is generally accepted as an important component of preschool programs. Active parent participation is, in fact, critical to the success of preschool programs for exceptional children. Parent involvement not only reinforces the effects of the educational program but can sustain these effects once the program has ended. Without parent involvement the effects of the program are likely to erode once the program ends.

9.1 Research suggests that parents can be taught skills which effectively supplement and in some instances serve as alternatives to preschool programs. The following conclusions can be drawn from a review of the literature on parental involvement in programs for preschool handicapped children.

- Active parent participation is essential in exemplary educational programs for preschool handicapped children.

- Parent involvement programs must be flexible and individualized.

- Parents should determine the level at which they are to be involved in the program and should be offered a variety of involvement options.

- Parents should receive training and information which will enable them to determine where their handicapped child is in the critical stages of his development.

- A parent training program must be based on the assessed needs of the parents.

- Involvement of parents can have a positive effect on all children in the family.

- The gains a child makes are more likely to be sustained when family members actively participate in the child's program.

- Teachers must be trained in order to effectively work with parents.

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9.2 The attitudes of professionals is one reason why parent involvement programs have not been successful in the past. Professionals frequently are reluctant to involve parents and feel they have little to contribute. Professionals must take a positive approach when developing a family involvement program. The program should be based on the following assumptions:

- Parents are interested in the growth of their handicapped child and would like to acquire new or improved skills in promoting the child's growth.
- Family members can learn improved skills in working with the handicapped child.
- Parents can effectively work in a classroom setting where their own child is enrolled.
- Family members will find time to become involved in the educational program of the child if the involvement makes sense to them.
- Family members will involve themselves most when their training is specific and when they can see some direct applications.
- Family members are easiest to involve when their goals and values are compatible with those of the school.
- Family members will require the greatest flexibility in programming when there is a wide discrepancy between the goals and values of the school and the home.
- Parents will become involved to the extent they participate in the decision-making.
- Family members will involve themselves most in an educational program if there is feedback to let them know how they are doing.
- Family members will involve themselves to a great degree if the professionals manifest sincere respect for them as individuals.
- Parents will involve themselves most when working with professionals who have the training and skills to work with families in flexible ways.
- The more successful a family member is in involvement activities the more involved he or she will become.

  As parents acquire knowledge and skills that enable them to be active and successful participants in their child's educational program they will become less dependent on professionals for help and support.
- Parents may become so knowledgeable and skillful that they are able to work with other parents of handicapped children.

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9.3 In order to develop an individualized parent program each parent's needs, interests and concerns must be identified. These needs, interests and concerns become the goals for that parent.

- Goals should focus on providing the parents with the skills and knowledge they need in order to effectively promote their child's development. However, some parents may have needs that are effecting their ability to work with their child. These needs should be addressed before the educational staff can expect the parent to be an effective teacher of his child. Other parents may have interests that will indirectly affect their handicapped child. The educational staff should make efforts towards addressing these interests.

- There are two prerequisites to establishing goals with parents. First, parents must be thoroughly acquainted with the program services and classroom procedures. Secondly, the staff must develop a good rapport with the parent. Three conditions help to facilitate a good working relationship. The staff must exhibit a genuine interest and concern for the parents. The staff must gain the parents trust by always striving to do what is best for the child by following through on expressed needs and concerns and by demonstrating sound professional judgment. Finally, the staff must encourage open channels of communication.

- Goals may be established during a conference with the parents. However, the teacher should have a guide for this conference. One approach is to have a list of potential goals from which the parent may choose. The goals on this list should be those that have commonly been established by parents in previous years. Parents should, however, not feel restricted by the list. The teacher can discuss possible goals with the parents and ask them to choose several which they would each like to work towards. The potential goals may also be incorporated into a questionnaire which can be sent to the parents if a conference is not possible.

9.4 In addition to being involved in the goal setting process, parents should also be given options as to what activities to be involved in when working towards goals. There are a variety of ways to meet a given goal and parents should be given this choice.

- Once a parent has selected a goal the staff member should discuss with the parents alternative activities appropriate for that goal. The parent can then choose at least two activities. For example, a parent who wants to increase understanding of their child's program may choose from the following activities: (1) observing the classroom, (2) observing a speech therapy session, (3) viewing a video tape of classroom activities, (4) participating in a parent group discussion, (5) having a conference with the teacher, (6) reading printed materials, and (7) working with the child in the classroom. Parents should feel free to add to the list of suggested activities.

- After involvement goals have been established with all parents the teacher may discover common interests and concerns among parents. These interests and concerns can be the basis for large and small group meetings.

- Parents can be kept informed, assist the program and can develop skills in a variety of ways. These include: (1) large and small group meetings, (2) individual conferences, (3) home teaching visits, (4) newsletters, (5) phone contacts, (6) classroom observation, (7) teaching in the classroom, (8) sharing a special talent or skill, (9) participation on the program's advisory board, (10) represeting the program in the community, (11) use of book, material and cassette tape library, (12) assisting with field trips, and (13) making instructional materials.

CONTENT OUTLINE FOR PROJECT RETOOL

WORKSHOP ON PROPOSAL DEVELOPMENTS

Drs. A. Edward Blackhurst and Melton C. Martinson

Mr. Fred Mesler

University of Kentucky

A. OVERVIEW OF GENERAL FUNDING PROCESS

1. Basic funds authorization procedures
    - 1.1 Political and programmatic priority setting
    - 1.2 Utilize existing statutory provision or enact of "new" statutory base via legislative enactment
    - 1.3 Negotiation of fiscal support amount and restrictions
    - 1.4 Specification of administrative responsibility

2. Respective functions of federal offices or agencies
    - 2.1 Program unit staff responsibilities and restrictions
        - 2.1.1 Professional content specialists
    - 2.2 Contract office responsibilities and restrictions
        - 2.2.1 Have the only authority for fiscal allocations
    - 2.3 Legal counsel prerogatives for interpretation of legislative intent
    - 2.4 OMB clearance and forms clearance
    - 2.5 Possible involvement of such units as Office of Planning, Budget and Evaluation (OPBE)

3. Formal announcement of funds availability
    - 3.1 Requests for proposals (RFP) and guidelines in
        - 3.1.1 Federal Register
        - 3.1.2 Commerce Business Daily
    - 3.2 Summaries of potential funding from federal agencies or special interest groups
        - 3.2.1 Federal Assistance Programs, publishes all RFP information
        - 3.2.2 American Education, publishes extensive funding information
        - 3.2.3 Commerce Business Daily announces pending programs

4. Proposal development and submission
    - 4.1 Identify all areas of program requirement and formal for organization
    - 4.2 Identify all requirements for instructional support or applicant contribution
        - 4.2.1 Cost sharing
    - 4.3 Identify all affirmative action and related requirements
    - 4.4 Identify all standard (boilerplate) stipulations and assurances

4.5 Identify complete appropriate address of Grant Procurement Office or Processing Center and all date and time conditions
4.6 Identify all required enclosure forms and notification
4.7 Check to assure proposal is "logged in" at Grant Processing Office

5. Proposal or contract bid review procedures

5.1 Funding agency assignment to appropriate program unit.
5.2 Procedures sometimes require separate program and budget review and documents
5.3 Peer review procedures
    5.3.1 Panels, groups brought to funding agency
    5.3.2 Field review, proposals sent to "peers" in field
5.4 Possible site visits prior to award
5.5 Internal agency program unit review and recommendation
5.6 General agency program review, e.g., Program Advisory Group (PAG) in BEH
5.7 Contract and fiscal review by Contracts Office
5.8 Possible program and budget negotiation
5.9 Revision and submission of "best and final" offer
    5.9.1 The least resources you will accept
5.10 Grant award or contract authorization by contracts office
5.11 "Hill" notification - then applicant agency.
    5.11.1 Congressional notification

NB: At this point accept congratulations and celebrate for a short while! You may begin to wonder later why you ever wrote the proposal.

6. Project reporting and continuation

6.1 Operationally differentiate between accountability reporting and management information
    6.1.1 Accountability: "What you used the money for."
    6.1.2 Management information: Administrative decision data
6.2 Provide all necessary progress reports or accountability data as per grant/contract conditions or negotiations
6.3 Submit annual continuation proposals as necessary
6.4 Maintain necessary program data for development of final technical report
6.5 Assure maintenance of institutional fiscal audit records
6.6 Identify all program and fiscal documents to be placed in archives in event of future audits.

NB: Now recycle or stifle your curiosity and obtain a "hard money" position

B. TYPES OF FUNDING

1. Alternative sources of funding
   - 1.1 Federal agency
   - 1.2 State agency
   - 1.3 Regional agency
   - 1.4 Private foundation
   - 1.5 Institutional

2. Types of funding allocations
   - 2.1 Ear marked funds: Monies restricted to particular purposes, e.g. for the handicapped
   - 2.2 Set aside funds: Usually a percentage of general authorization and appropriation for handicapped
   - 2.3 General funds: Funds with no special provision for handicapped

3. Differences between grants and cost reimbursement contracts
   - 3.1 Grant procedures provide funds in areas of priority with applicant having prerogative to propose which area of work they will propose
   - 3.2 Contract procedures assume the funding agency has already determined what "product" they want and the offerors compete to produce for the least cost
   - 3.3 Contracts are more readily terminated by the funding agency
   - 3.4 Under cost reimbursement contract conditions, funds are received only after verified expenditures

4. Review and discuss types of grant and contract procedures
   - 4.1 Solicited proposals
     - 4.1.1 Usually RFP related
     - 4.1.2 May be grants or contracts
     - 4.1.3 Usually broadly announced
     - 4.1.4 Field initiated proposals via BEH/OE are a particular type of example
     - 4.1.5 Competitive award procedures frequently, only a small percentage of proposals are funded by a particular program via national competition
   - 4.2 Entitlements
     - 4.2.1 Usually formula based allocations, e.g., PL 94-142
     - 4.2.2 Non-competitive
     - 4.2.3 Not common to IHE
   - 4.3 Non-competitive awards
     - 4.3.1 Sole source contracts particular sample
     - 4.3.2 May be either "new" awards or used as interim continuation vehicle for existing projects
     - 4.3.3 Becoming more difficult to obtain

C. FUNDING PRIORITIES AND PATTERNS

1. Impact of human rights and civil rights
   1.1 External controls and isostatic states in Special Education
   1.2 Section 504 and OCR
   1.3 Buckley Amendment

2. Impact of litigation actions
   2.1 For anyone in Special Education over 10 years, most of what we did as common practice is now illegal

3. Altered service delivery concepts and requirements, e.g., PL 94-142
   3.1 In areas of both instructional process and procedural constraints SEA and LEA must comply now

4. Effects of expanded eligibility and inclusion concepts
   4.1 Levels and types of handicaps
   4.2 Age eligibility standards, e.g., Michigan, 0-26
   4.3 Personnel implications

5 Sources of increased scrutiny due to magnitude of program and budget
   5.1 Some of our former "allies" are no longer with us
   5.2 Competition with regular education budgets, e.g., bankrupt general school systems
   5.3 State and federal political scrutiny with pressures for increased accountability
   5.4 Relationship of PL 94-142 to PL 89-10

6. Increased funding and role of LEA and SEA

   6.1 Cite BEH funds allocations projections for 1979 fiscal year
      6.1.1 Total: $971,000,000
      6.1.2 DAS: 835,000,000

   6.2 Application of the Golden Rule
   6.3 The Arizona "Experience" extensive training via SEA Programs
   6.4 All PAG must have SEA data base

7. Review and discuss demand for comprehensive interagency planning and coordination with altered "ownership" of Special Education programs
   7.1 Need for new planning and evaluation models
   7.2 Requirements for new roles and related training in preservice and inservice areas
   7.3 Significant growth in programs such as Vo-Ed, DD and Headstart

8. Review and discuss GAO report regarding training priorities and other support for inservice and regular education personnel

9. Review and discuss decreased support (proportionately) for basic research and "standard brand" training programs

10. Summary of implications for funding priorities and procedures

D. REGULATIONS AND GUIDELINES

1. Procedures for regulation development
    - 1.1 Administrative responsibility
    - 1.2 Legal opinion
    - 1.3 Initial development task forces
    - 1.4 Dissemination of draft regulations
    - 1.5 Public hearings
    - 1.6 Final draft with program and legal review
    - 1.7 Publication in Federal Register

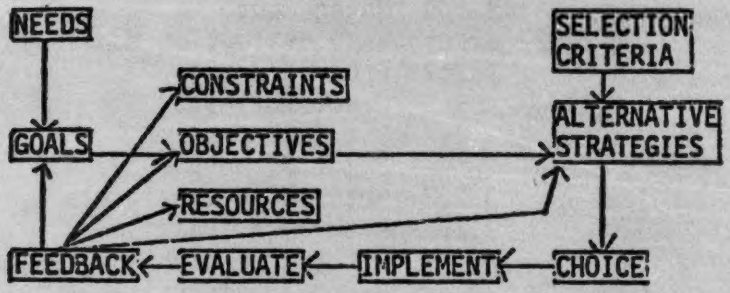
2. Guidelines and Regulations
    - 2.1 Guidelines suggest and use "may" and "should" language
    - 2.2 Regulations require and use "shall" and "will" language

3. Summary Review of
    - 3.1 PL 94-142 regulations
    - 3.2 Section 504 regulations
    - 3.3 Privacy Act regulations
    - 3.4 Vocational Education regulations

E. PROJECT PLANNING CONCEPTS

1. Terminology
    - 1.1 Activities
    - 1.2 Alternative strategies
    - 1.3 Constraints
    - 1.4 Evaluation
    - 1.5 Event
    - 1.6 Feedback
    - 1.7 Goals
    - 1.8 Implementation
    - 1.9 Inputs
    - 1.10 Needs
    - 1.11 Objectives
    - 1.12 Output
    - 1.13 Rationale
    - 1.14 Resources
    - 1.15 Selection Criteria
    - 1.16 Strategy
    - 1.17 Targets

2. **Gallagher's Planning Model**


NEEDS
SELECTION CRITERIA
CONSTRAINTS
GOALS
OBJECTIVES
ALTERNATIVE STRATEGIES
RESOURCES
FEEDBACK
EVALUATE
IMPLEMENT
CHOICE

3. **Essential Concepts**
    - 3.1 Goals
    - 3.2 Objectives
        - 3.2.1 Outcome
        - 3.2.2 Administrative
    - 3.3 Evaluation
        - 3.3.1 Input
        - 3.3.2 Process
        - 3.3.3 Product

F. PROPOSAL DESIGN FORMATS

1. Purposes of the proposal are to convince agency that ...
    - 1.1 Need exists of merits funding
    - 1.2 Objectives will meet the need
    - 1.3 Procedures will accomplish objectives

2. Cautions in proposal writing
    - 2.1 Can you do the work
    - 2.2 Don't do project before writing the proposal
    - 2.3 Don't try to be remedial
    - 2.4 Be conservative in objectives and activities
    - 2.5 Don't pad the budget
    - 2.6 Be parsimonious
    - 2.7 Follow guidelines
    - 2.8 Be structured in approach

3. Models to guide proposal development
    - 3.1 BTE training model elements
        - 3.1.1 Mission
        - 3.1.2 Roles
        - 3.1.3 Competencies
        - 3.1.4 Objectives
        - 3.1.5 Content
        - 3.1.6 Structure

        - 3.1.7 Implementation
        - 3.1.8 Evaluation
        - 3.1.9 Management
    - 3.2 Discrepancy evaluation model
        - 3.2.1 Program design
            - 3.2.1.1 input
            - 3.2.1.2 process
            - 3.2.1.3 output
        - 3.2.2 Networking and levels
        - 3.2.3 Program evaluation
            - 3.2.3.1 evaluation design
            - 3.2.3.2 evaluation questions
            - 3.2.3.3 evaluation work plan
    - 3.3 General proposal development model
        - 3.3.1 General problem statement
        - 3.3.2 Need definition
        - 3.3.3 Objectives and expect outcome
        - 3.3.4 Project definition
        - 3.3.5 Work plan
        - 3.3.6 Resource allocation
        - 3.3.7 Project implementation
        - 3.3.8 Project evaluation
        - 3.3.9 Refinement

G. PROJECT SCHEDULING

1. Steps in scheduling
    - 1.1 Develop work breakdown structure
    - 1.2 Make time estimates
    - 1.3 Identify constraints
    - 1.4 Construct activity network
    - 1.5 Generate schedule

2. Networking concepts
    - 2.1 Events
    - 2.2 Activities
    - 2.3 Nodes
    - 2.4 Arrows
    - 2.5 Dummies
    - 2.6 Constraints
    - 2.7 Construction
        - 2.7.1 Burst
        - 2.7.2 Merge
        - 2.7.3 Parallel

3. Attributes of activity networks
    3.1 Program Evaluation and Review Technique (PERT)
    3.2 Precedence Diagramming Method (PDM)
    3.3 Critical Path Method (CPM)
    3.4 Flow charting
    3.5 Language for Optimizing Graphically Ordered Systems (LOGOS)
    3.6 Gantt Charting

4. Schedule generation
    4.1 Time estimation
    4.2 Start and Finish determination
    4.3 Critical path identification

H. RESOURCE ALLOCATION CONSIDERATIONS

1. Personnel
    1.1 Allocation by strategy
    1.2 Qualifications
    1.3 Responsibilities
    1.4 Commitments
    1.5 Vita

2. Facilities
    2.1 Space
    2.2 Equipment
    2.3 Data processing
    2.4 Library
    2.5 Special resources (e.g. Media Center, ERIC)

3. Budget
    3.1 Budgeting by strategy
    3.2 Categories
    3.3 Justification
    3.4 Cost sharing
    3.5 Budget sizing

I. POLITICS AND MYSTIQUES

1. Knowing your funding agency staff
    1.1 How to identify and access
    1.2 Value of sustained and positive contacts
    1.3 Things to do if you want to destroy a positive relationship

2. Sensor systems
    2.1 Agency contacts
    2.2 Organizational contacts
    2.3 "Buddy" systems
    2.4 Advantages for proposal development

3. "Best" proposals don't always win
    3.1 No national distribution
    3.2 Political aspects
    3.3 Minority funding
    3.4 "Old pro" aspects

4. Appeal procedures
    4.1 Informal and indirect
    4.2 Direct program and contract staff
    4.3 Dropping the other shoe
        4.3.1 GAO appeal

5. Credibility building
    5.1 Start small if independent or new "in the game"
    5.2 Use a "big player", e.g., associate with someone with proven track record
    5.3 Establish board as possible support base
    5.4 Do your homeowrk, e.g., if field access is indicated, make sure you can document commitment

APPENDIX F

WORKSHOP EVALUATION FORM

PREPARATION OF PERSONNEL IN THE EDUCATION OF THE SEVERELY/PROFOUNDLY HANDICAPPED
WORKSHOP EVALUATION

We would like you to give us your honest opinion on the design, presentation, and overall value of the workshop.

Please circle the numeral which best expresses your reactions to items 1 - 13 and provide written responses for items 14 - 17.

1. The objectives of the workshop were:	Clear	5-----4-----3-----2-----1	Vague
2. The objectives of the workshop:	Did not meet my needs	5-----4-----3-----2-----1	Clearly met my needs
3. The degree to which the objectives were covered by the presenter(s):	All were covered	5-----4-----3-----2-----1	None were covered
4. The degree to which the objectives were attained by me:	None were attained	5-----4-----3-----2-----1	All were attained
5. The ideas and information presented were:	Very Interesting	5-----4-----3-----2-----1	Dull
6. The quality of the presentation was:	Poor	5-----4-----3-----2-----1	Excellent
7. The presenter(s) were:	Unprepared	5-----4-----3-----2-----1	Well Prepared
8. The learning activities used to reach the objectives were:	Very Efficient	5-----4-----3-----2-----1	Inefficient
9. The materials distributed at the workshop were:	Useless	5-----4-----3-----2-----1	Very Helpful
10. The group size and participation of the registrants:	Helped Learning	5-----4-----3-----2-----1	Hindered Learning

	No Benefit			Very Beneficial
11. The information which I acquired at the workshop should prove:	5——4——3——2——1			

	Excellent			Poor
12. The organization of the workshop was.	5——4——3——2——1			

	Poor			Excellent
13. Overall, I considered this workshop:	5——4——3——2——1			

14. Do you feel a need for additional information on any of the topics?

______ Yes ______ No

If yes, which topics? ______________________________

____

____

15. Would you participate in other workshops following the same format. as this one?

______ Yes ______ No

16. The strongest and weakest features of the workshop were:

Strongest: ______________________________

____

____

Weakest: ______________________________

____

____

17. Please give us your suggestions for improving the workshop:

____

____

____

____

____

Name ____________________

College/University ____________________

Do you currently teach courses in which the information presented in this workshop would be pertinent?

_____ Yes _____ No

If yes, please list the specific courses in which you plan to use the information and the semester(s) during the 1977-78 academic year in which you will be responsible for teaching those courses

____

____

____

____

____

____

If no, are there other ways that you think you have profited from the workshop? Please describe:

____

____

____

____

____

THIRD PARTY EVALUATION OF KENTUCKY'S
PROJECT RETOOL

FORMATIVE EVALUATION

This section documents the procedures employed by the Third Party Evaluator to assess the quality of the individual training functions using evaluation forms completed at the close of each workshop.

Procedure

At the end of each of the five workshops, each participant completed an evaluation instrument designed by the Third Party Evaluator. This instrument (See Appendix F) was turned in immediately and in such a way that anonymity was assured. This end-of-workshop evaluation used a rating scale format to address specific aspects of the training such as the adequacy of the objectives and the presenters, the appropriateness of the learning activities, and the usefulness of the materials that were distributed. It also included three open-ended questions in which participants were asked to list the strongest and weakest features of the workshop along with suggestions for improvement. One detachable signed page required the participants to list specific courses or other activities in which the RETOOL information would be used upon return to their home institutions. This page was used later in the follow-up evaluation.

The immediate evaluations were conducted by the RETOOL Project Director and his staff and were sent to the Third Party Evaluator for analysis. Since the forms remained essentially the same for all five training functions, it was possible to identify strengths and weaknesses of both individual workshops and the workshops in general. Whenever such strengths and weaknesses were identified, the Third Party Evaluator notified the Project Director who in turn passed on any useful information to subsequent workshop leaders.

Results

Table 1 includes the average rating given in each workshop for each of the thirteen items in which a rating scale was used. Individual differences are evident from item to item and from workshop to workshop. Generally the items rated highest from workshop to workshop were related to the preparedness of the presenters and the usefulness of the materials that were distributed while the item rated lowest related to the efficienc of the learning activities that were used in the workshop. Responses to the last item in which an overall impression of the workshop was requested indicated that the Grant Writing workshop was rated most favorably while the workshop on Early Childhood Education was rated least favorably. In general,ratings across all items were lowest for the Early Childhood Education Workshop.

Table 2 tabulates the data on the two items on the form designed to determine whether more information was needed on the subject of the workshop and whether the participants were satisfied with the workshop format. While most participants indicated that the content was covered adequately, there were some who indicated a need for additional information. There was more consensus on the workshop format with negative comments noted only in the two final workshops.

Table 3 summarizes the suggestions given by the participants for improving the workshops. Only those suggestions noted by more than one

TABLE 1

MEAN RATINGS FOR EACH ITEM FOR ALL RETOOL WORKSHOPS 1977-78

Item	Child Advo. N=11*	Legis.& Litigat. N=11	Sev/Prof. N=12	Grant Writing N=15	Early Child. N=12	Career Educ. N=7
Objs. of wkshp. were (1-vague, 5-clear)	3.6	4.8	4.7	4.9	4.2	4.7
Objs. of wkshp. (1-did not meet needs, 5-met needs)	3.6	4.6	4.3	4.3	3.1	4.3
Degree to which present.cov.objs. (1-none covered, 5-all covered)	3.3	4.7	4.0	4.6	3.9	4.6
Degree to which objs. attained (1-none attained, 5-all attained)	3.3	4.4	4.2	4.0	3.4	4.1
Ideas and information (1-dull, 5-very interesting)	3.4	4.7	4.7	4.7	3.3	4.1
Quality of presentation (1-poor, 5-excellent)	**	**	4.4	4.7	3.0	4.0
Presenters were (1-unprepared, 5-well prepared)	4.2	5.0	4.5	5.0	4.4	4.7
Learning Activities were (1-inefficient, 5-very efficient)	3.5	4.2	3.8	4.5	3.1	3.9
Materials distributed were (1-useless, 5-very helpful)	4.0	4.6	5.0	4.9	4.6	4.7
Group size and participation (1-hindered lrng, 5-helped lrng)	4.2	4.4	4.6	4.7	3.9	4.4
Information covered should be (1-no benefit, 5-very beneficial)	4.2	4.7	4.2	4.9	3.8	4.3
Organization of wkshp. (1-poor, 5-excellent)	3.8	4.1	4.1	4.9	3.8	4.3
Overall, wkshp. was (1-poor, 5-excellent)	3.9	4.8	4.5	4.9	3.3	4.0

* No. of participants completing immediate evaluation

** Item not included on form used at first workshop

TABLE 2

NUMBER OF PARTICIPANTS INDICATING A NEED FOR ADDITIONAL INFORMATION AND A WILLINGNESS TO PARTICIPATE IN SIMILAR FORMAT WORKSHOPS

Item	Lit.Legis & Ch. Adv. N=11	Sev/Prof. Handicpd. N-12	Grant Writing N=15	Early Child. N=12	Career Educ. N=7
Do you feel a need for additional information on the subject					
YES	7	6	12	9	5
NO	4	6	3	3	2
Would you participate in other workshops following the same format					
YES	11	12	15	9	5
NO	0	0	0	3	2

participant were noted. The most frequent recommendation across all five workshops was to involve the participants more actively in the proceedings. This recommendation which was made with even greater frequency in the last workshop than in the first, was apparently a reaction to the strongly lecture oriented format used by most presenters. Other recommendations made with some frequency were to provide more time for socialization among participants (made in the first two workshops but not again) and to upgrade the level of the presentations to match the level of sophistication of the audience (made in response to only one workshop).

Discussion

From Table 1 it is obvious that the participants were quite positive in their reactions to the components of the workshops tapped by the various items. Ratings on item two (degree to which objectives met participants' needs) and item thirteen (overall success of the workshop) were singled out as being potentially good indicators of the extent to which the workshops met the needs of the participants. On both items, ratings for two of the workshops were noticeably lower than ratings for the others. It may be coincidental but in both of these workshops the presentors diverged somewhat from the instructional design specifications (IDS) agreed upon by the Project RETOOL Steering Committee, the Project Director, and the presenters themselves. In all cases it was assumed that the presenters would follow the IDS exactly and in the two workshops receiving the lowest ratings this did not happen.

The Project Director sent a copy of all training outlines, materials, and assessments to the Third Party Evaluator. A review of these materials

TABLE 3

SUGGESTIONS FOR IMPROVING WORKSHOPS MADE BY MORE THAN ONE PARTICIPANT

Workshop	Number of times suggestion was made	Suggestion
Litigation Legislation and Child Advocacy N=11	2	More time for social interaction
	2	More audience participation needed
Severely/Profoundly Handicapped N=12	3	More audience participation needed
	2	More time for social interaction
Grant Writing N=15	3	More time for coverage of topic
	2	More audience participation needed
Early Childhood N=12	4	Gear presentation to level of audience
Career Education N=7	4	More audience participation needed

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revealed that presenters were not consistent in their use of adequate criterion measures at the end of the workshops. The original RETOOL proposal mandated criterion measures to verify learning in the participants. The use of such measures was almost totally lacking in two of the workshops (Severely Profoundly Handicapped and Career Education) and very poor in one other (Early Childhood Education). Without such measures to ensure accountability the competency based format on which the project was based weakened somewhat.

Referring again to the data collected on the evaluation form (Table 1 and 3) it is probably unrealistic to expect linear improvements in the ratings from the first workshop through the last. Differences in personal style of the presenters, the content covered, and the participants in attendance would lead to certain unpredicted fluctuations in the data. There is one area however, in which more improvement should have occured. This relates to the suggestion made in four of the five workshops that the audience be given a more participatory role during the workshops. The Project Director rearranged meeting sites and schedules to enhance informal interactions between participants and, thus, that recommendation was not made after the first year's training activities. There is no reason why similar improvements could not have been made in the format of the presentations. After each workshop the Project Director passed on to subsequent presenters all of the strengths and weaknesses of prior workshops. It is clear that few modifications in presentation style resulted from this information.

In summary, the immediate evaluations of the RETOOL Project indicated that the participants rated the workshops quite favorably and that the workshops appeared to be meeting the needs of Kentucky's special education teacher trainers. Several problems were pointed out, but they should be considered minor for a project requiring the cooperative efforts of as many individuals as Kentucky's RETOOL Project.

SUMMATIVE EVALUATION

This section consists of data related to the long range effect of the Project assessed through the use of the follow-up evaluation forms.

Procedure

The first year's training activities took place in April and July, 1977. In April 1978 each participant in either of the workshops was sent a follow-up instrument requesting a description of the ways the information presented at the workshops had been used during the 1977-78 academic year. It was thought that delaying the follow-up evaluation for this period of time would provide a good index of whether the information was being disseminated to teacher trainees through courses or other means.

The follow-up form (See appendix G) was developed by the Third Party Evaluator and was based on information from three sources: the original RETOOL proposal, a thorough review of the literature, and the structure of the RETOOL workshops. It was reasoned that the chief way the information would be useful to the participants would be through use in their coursework. However, other uses could be made of the information since teacher trainers have a number of responsibilities outside the classroom. The evaluation form was devised to collect data on all the possible uses that could be made of the information.

Approximately two weeks before the follow-up forms were mailed to the participants, the Project Director sent a form letter to all participants alerting them to the follow-up evaluation and soliciting their cooperation. Two versions of the form were sent by the Third Party Evaluator. At the end of the two workshops, more than 60% of the participants had identified courses in which they planned to incorporate some of the RETOOL information. These participants were sent a follow-up form on which those course titles were listed. All other participants were sent a second version of the form which was identical to the first except that it included no list of course titles. A reminder was sent to each participant who did not return the form within the precribed limits.

The second year's training activities took place in February, March, and April, 1978. In late April, 1978, the Project Director sent a letter to all year two RETOOL participants alerting them to the follow-up evaluation, asking for their prompt return of the forms, and thanking them for their past cooperation. The follow-up forms were sent by the Third Party Evaluator in May, 1978. It was impossible to delay the evaluation any longer due to the discontinuation of project funding.

The forms for the year two follow-up evaluation were the same as those used in year one except that no specific course titles were listed and participants were asked to identify the ways in which they had used or expected to use the RETOOL information. The item requesting the names of students who could be contacted for information was also eliminated because of the short period of time between the workshops and the evaluation and because no students' names were supplied in the year-one evaluation. Forms were returned directly to the Third Party Evaluator and no follow-up letters were sent.

Results

Forty-eight different participants attended RETOOL workshops during 1977 and 1978. These participants represented twelve different colleges and universities in Kentucky and three other agencies involved in the education of handicapped children. Overall,90% of the participants represented teacher training institutions. Of the 48 participants, 31 attended one workshop, nine attended two workshops, seven attended three, and one person attended all five workshops.

Fifteen of the 21 participants (71%) contacted relative to the year one training activities completed the follow-up evaluation form. Of the 23 year-two participants sent the form and an explanatory letter,29 (88%) returned the forms. Many of the participants completing the forms had attended more than one workshop.

Table 4 summarizes the ways participants used the RETOOL information presented during the first year training during the 1977-78 academic year. This table shows that information from the Legislation, Litigation and Child advocacy workshop was used in some fashion in fourteen different courses while information from the Severely Profoundly Handicapped workshop was used in 12 courses. By far the most frequent course modification made as a result of attending RETOOL workshops was in the strengthening of existing course components. Materials distributed during the workshop were used as required or supplementary readings with some frequency. RETOOL information also served as the basis for at least two new courses during the 1977-78 academic year.

It appears that the RETOOL information was useful to participants outside of the classroom as well as inside. A large number of participants indicated that it was used either as a source of professional

TABLE 4

SUMMARY OF YEAR I FOLLOW-UP EVALUATIONS

	Litigation Legislation and Child Advocacy # Responses = 9	Training Severely/Profoundly Handicapped # Responses = 10
Number of courses in which RETOOL info. was used and (av. enrollment)		
Undergraduate	5 (37)	5 (17)
Graduate	9 (23)	7 (11)
Ways in which information was used in courses		
A. Strengthen existing course components	8 *	6
B. Add Modules	2	1
C. Start new course	1	1
D. Used materials as reg. reading	4	1
Additional uses made of information		
A. Used in grant preparation	3	3
B. Resource for colleagues	5	3
C. Inservice training	5	2
D. Training to colleagues	3	0
E. Student Advisement	2	3
F. Community contacts	4	1
G. Professional enrichment	4	8

* Indicates the number of participants who used the information in this way.

enrichment or as a resource for colleagues who had not attended the RETOOL workshops. Fair numbers of participants also indicated that the information was used in inservice training and in grant preparation. The average rating given to the item requesting a general reaction to the first year of RETOOL was 8.6 on a scale of one to ten (range 6-10). The only suggestions made more than once for improving the RETOOL training were made by two participants who reported that the workshops were too lecture oriented and two participants who felt that more advanced notice of the workshops was needed.

Table 5 summarizes the ways participants used or planned to use the RETOOL information presented during the second year of the Project. It reveals that the Grant Writing Workshop had and would continue to have relatively little impact on courses taught by the participants. This would be expected due to the paucity of courses to which this information would be germane. Anticipated use of the information in college coursework was much heavier for the other two workshops and, in fact, some course modifications had already begun based on attendance at the RETOOL workshops. As in the year one follow-up, the greatest anticipated use to be made of the information involved strengthening existing course components, followed in order by the addition of modules, and the use of workshop materials as required readings.

In terms of use of the information other than in course revision, the Grant Writing Workshop appears to have the greatest utility in the preparation of grants, as would be expected. In fact, from the time of the workshops in February to the follow-up evaluation in May, nearly half of the participants who responded indicated that they had already

TABLE 5

SUMMARY OF YEAR II FOLLOW-UP EVALUATIONS

	Grant writing N Responses=15		Early Childhood N Responses=14		Career Education N Responses=10	
	Will use	Have used	Will use	Have used	Will use	Have used
Number of courses in which info. has been/will be used						
Undergraduate	0	0	9	2	12	0
Graduate	3	0	3	2	1	2
Ways in which info. was used in courses						
A. Strengthen existing course components	3*	0	6	2	5	1
B. Add modules	2	0	3	2	5	1
C. Use as basis for new course	0	0	4	0	2	1
D. Used matls.reg. readings	2	0	5	1	3	1
Additional uses for information						
A. Grant preparation	5	7	1	1	1	2
B. Resource for colleagues	8	4	4	3	2	4
C. Inservice training	4	0	8	0	5	1
D. Provide training to colleagues	6	3	4	2	1	3
E. Advise students	1	2	4	2	4	2
F. Community contacts	5	3	6	1	2	2
G. Professional enrichment	4	7	5	1	6	2

* Indicates the number of participants who used the information in this way

used the information in this way. Information covered in this same workshop will also be used as a resource for colleagues. The greatest use that will be made of the information from the other two workshops revolves around inservice training, as a resource for colleagues, student advisement and community contacts. Only two and one month respectively intervened between the workshops and the folow-up. Thus relatively little use had already been made of the information covered at the workshops.

The average overall rating of satisfaction to the second year of RETOOL training was 7.8 on a scale of one to ten (range 1-10). There were only two suggestions for improvement made by more than one participant. Four participants noted that the workshop they attended (Early Childhood Education) was geared too low for the audience. Two other participants felt that the second year of the project would have been more successful if the workshops had not been scheduled at peak times during the semester.

Discussion

The original RETOOL proposal called for the Third Party Evaluator to solicit reactions of students of the participants to the information presented in class that was obtained during the RETOOL training. None of the participants who completed the year one follow-up form submitted the names of any students. Some of the participants noted that it would be impossible for their students to determine which information was RETOOL information and which was not. Other participants may have viewed the request for students' names as an invasion of their privacy. At any rate no data on student reactions to the RETOOL content are available at this time.

The RETOOL information presented during the two years of training was used most frequently to strengthen existing components of graduate and undergraduate courses in special education. In short it has helped teacher trainers upgrade the information that is being disseminated to students. However, the information is used in numerous other ways as well - ways that make it nearly impossible to assess the total impact of RETOOL. For instance, professional enrichment was a frequently noted benefit. By making teacher trainers more aware of new developments, trends, and issues in the field of special education, RETOOL's impact could easily spread to all aspects of a participant's function both in and out of the classroom, now and in the future. To be sure, RETOOL's impact is not confined to the college classroom, but to be equally sure, the procedures used to assess its overall impact probably underestimate the long term effects of the project.

There are some data to suggest that the effect of the RETOOL training has spread and will continue to spread beyond those who directly participated in the project. This spread seems to be accomplished more through informal channels than through more formal ones. Many participants indicated that they had served as a resource for colleagues both by informally sharing the RETOOL content with them and by making the workshop materials available for perusal. Smaller numbers reported that they had or anticipated having responsibility for colleague training. The extent of this ripple effect is difficult to assess but it is probable that it will continue well into the future as more and more teacher trainers became aware of and request the videotaped versions of the workshops. It is too early to assess the impact of these alternative learning packages but their impact could prove significant.

If responses of participants are accurate, the sheer numbers of changes that have already been made in courses is a good index of the overall impact of the project. Courses were strengthened, modules added, new courses begun, and revisions made in reading lists. Additionally, the information has been used in inservice training, grant preparation, and student advisement. All of these activities point to the fact that participants not only valued the workshop information, but they went one step further and actually used it in strengthening their preparation programs.

One final indication that the RETOOL project helped meet the needs of Kentucky's teacher trainers were the high ratings given in response to overall satisfaction with the project (8.6 and 7.8 respectively). Both ratings indicate a high degree of satisfaction and these general ratings are supported by all the other data collected on the follow-up evaluation forms.

APPENDIX G

STAFF ACTIVITY/TIME REPORT

MIS. STAFF TIME AND ACTIVITY REPORT

Name____________________________________ Page______ of______

Date		Activity #	Work Hours	COMMENTS: Services/Activities/Critical Events Key words, if specified, must be first entry of each line.
No.	Day			

APPENDIX H

THIRD PARTY EVALUATION: FOLLOW-UP INSTRUMENT

PROJECT RETOOL-FOLLOW-UP EVALUATION

1. During the evaluation phase of the RETOOL workshop on __________ ____ you indicated that the information covered at the workshop might be useful to you in teaching the following courses:

	Have you taught the courses since the workshop?	
____________________	☐ Yes	☐ No
____________________	☐ Yes	☐ No
____________________	☐ Yes	☐ No
____________ ______	☐ Yes	☐ No
____________________	☐ Yes	☐ No

2. List the courses you have taught in which you have integrated information or materials covered at the RETOOL workshop.

Course	Undergraduate	Graduate	Enrollment

3. Check the boxes which best describe the ways you have used the RETOOL information, identify the courses to which each box applys, and briefly describe the information you integrated.

Used the information to strengthen existing course components.

Which course?	Which components were strengthened?

Added modules or units based on the information.

Which course?	Which units were added?

☐ Used the information as the basis for new course. Name and describe course(s)

☐ Used some of the materials as required reading.

Which course?	Which materials were used?

☐ Other Explain.

4. List three strudents drawn at random from those enrolled in each course which you integrated RETOOL information. These students may be surveyed regarding their perception of the value of the RETOOL content.

Course	Student
OPTIONAL ITEM	OPTIONAL ITEM

5. Have you taught any courses since the workshop in which RETOOL information was pertinent but not intergrated? If so, please identify the course(s) and the reason why the RETOOL information did not meet your needs.

Course

6. Check the boxes that apply to the ways RETOOL information has been valuable to you other than in teaching, and briefly describe the specific applications you have been able to make.

☐ Used the information in grant preparation ____________________

☐ Used the information as resource for colleagues ____________________

☐ Used the information in inservice training of teachers ____________________

☐ Provided training to colleagues based on information ____________________

☐ Used the information to advise students ____________________

☐ Used the information in community contacts (e.g. parent groups, presentations to civic organization) ____________________

☐ Used the information as a source of professional enrichment ____________________

☐ Other ____________________

7. On a scale of from one to ten, where would you rate your overall satisfaction with RETOOL training activities during 1977?

1---2---3---4---5---6---7---8---9---10

Very Dissatisfied — Very Satisfied

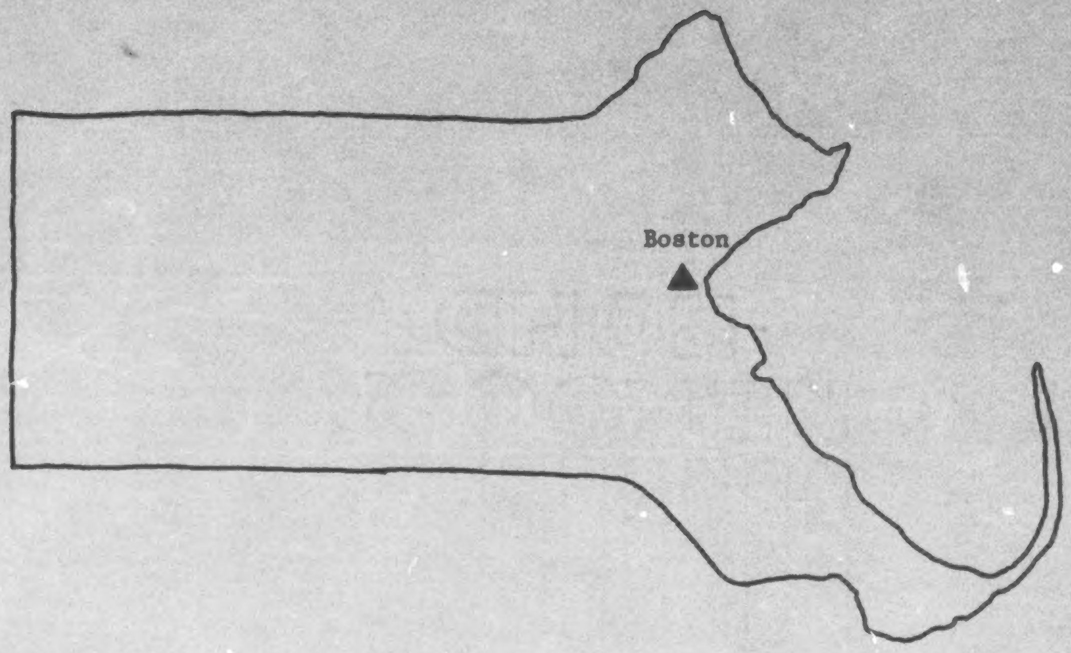
8. How could Project RETOOL be modified to more adequately meet your needs?

____

____

____

____



PROJECT RETOOL: Massachusetts

Cynthia A. Gilles, Director
Peter Toohey, Co-Director

PROJECT RETOOL: MASSACHUSETTS

Cynthia A. Gilles
Director, Special Education Manpower Project
SEA Coordinator, Project RETOOL

Peter Toohey
Director, Third Project Year

Introduction

Historical Perspective and Rationale

The design of Massachusetts' Project RETOOL was significantly influenced by three factors: (a) Massachusetts' comprehensive special education law (Chapter 766, Acts of 1972), (b) the large number of Massachusetts' institutions of higher education which offer training in special education, and (c) the Massachusetts Special Education Manpower Project.

Massachusetts Comprehensive Special Education Law: Chapter 766 was enacted in July 1972 with an implementation date of September 1, 1974. The scope and requirements of this law are very similar to those of P.L. 94-142. Massachusetts' right to education mandate has generated many system changes which affect the preparation of special education personnel. These include: (a) changes in numbers, ages, and classifications of children to be served and types of services required; (b) changes in special education service delivery models; (c) changes in roles of special and regular education personnel; and (d) changes in relationships of education and human service agencies, and those of public schools and institutions of higher education.

Chapter 766 expanded both the age range of children requiring services (from 5-18 to 3-21 years) and the types of services required, e.g., programs for previously unserved children with severe special needs, physical therapy services for children in the public schools, support services for "mainstreamed" children, greatly expanded child assessments and educational plans, etc. The law also mandated the use of a single term, "children with special needs," to replace traditional categorical labels, and a shift to a process-oriented definition of special needs.

Changes in the special education service delivery systems have necessitated changes in the roles of special education and regular education personnel. This change requires a substantial need for in-service training as well as a need for new types of personnel. New roles also have emerged to support implementation of Chapter 766, e.g., the Generic Special Teacher to support mainstreaming of children with special needs, increasing consultant roles for other specialists, and a role for the building principal as a special education administrator. Some of the greatest personnel needs have been apparent at opposite ends of the spectrum, e.g., Generic Special Teachers, teachers well trained to work with the most severely handicapped children, and teachers trained to work with children in the 3-4 year and 16-21 year age ranges. In addition to modifying demands for new personnel, these changes created substantial needs for in-service training to prepare special education personnel to function in new roles. The impetus toward integrating children with special needs in regular education programs also has generated major needs for special education preservice and in-service training for regular education personnel.

Current changes in relationships of education and human services agencies also have created demands for changes in traditional approaches to special education personnel preparation to prepare personnel to function in diverse agency settings. As institutions of higher education have moved to respond to needs for retraining of currently employed personnel, new types of cooperative relationships have evolved between colleges/universities, public school systems, and other agencies.

In addition, special education professional standards were revised in 1973-74 to correspond with the noncategorical intent of Chapter 766 and to reflect a competency-based orientation. As a result, the following credentials were established for special education personnel: (a) Generic Special Teacher (Consulting Diagnostic Prescriptive Teacher); (b) Moderate Special Needs Teacher (Combining ED, LD, and MR); (c) Teachers of Children with Sensory Handicaps--Vision; (d) Teachers of Children with Sensory Handicaps--Audition; (e) Severe Special Needs (Multihandicapped) Instructor; (f) Speech and Language Teacher; and (g) Administrator of Special Education. An Early Childhood Special Education Teacher credential was developed in 1975.

Massachusetts Institutions of Higher Education. As a result of these changes, every special education training program in the state has been undergoing change. New programs have been developed, and established ones have been modified. By 1974, many training program faculty were faced with new or modified teaching responsibilities and substantial needs existed for continuing education for faculty. In 1976, thirty-seven (37) Massachusetts institutions of higher education offered coursework and/or degree programs in special education and related areas. Twenty-three offered one or more degree programs (see Appendix A) These institutions employed over 200 full-time faculty and 100 part-time faculty in special education and related fields. During 1976-77, approximately 10,000 students (part-time and full-time) were enrolled in training programs in special education and related fields, such as occupational therapy and school psychology. Enrollments were approximately equally divided between public and private institutions of higher education.

Massachusetts Special Education Manpower Project--Relationships between the State Education Agency and Institutions of Higher Education. Massachusetts was in a particularly good position to implement Project RETOOL because of the existence of the Special Education Manpower Project (EHA Title VI-D Special Project). The Manpower Project was funded in July 1975 to develop a comprehensive special education manpower planning system for Massachusetts and to initiate cooperative planning efforts with other northeastern states. In addition, the project was designed to implement the Bureau of Education for the Handicapped (USOE) concept of cooperative planning among the State Education Agency, the colleges/universities, and other agencies which prepare and utilize special education personnel.

Major Project Goals:

1. To ensure availability of adequate numbers of competent special education related personnel to serve all children with special needs in Massachusetts (and New England), through development and implementation of short- and long-range plans for: (a) balancing special education manpower supply and demand (quality and quantity) and (b) maximizing efficient utilization of training resources.

2. To develop an operational Information-Decision System Model for cooperative special education manpower planning, and an analysis of the model development process which can be adapted by other states in developing manpower planning strategies.

The Manpower Project was responsible for development of the initial Massachusetts Project RETOOL proposal and has provided the mechanism for systematic coordination among Project RETOOL, the Massachusetts State Department of Education's Division of Special Education, and Massachusetts' institutions of higher education which offer training in special education. The Manpower Project was in a position to provide substantial support to Project RETOOL through its system of linkage groups for cooperative planning (see Figure 1).

The Special Education Training Program Liaison Group includes representatives from all colleges/universities and other BEH VI-D funded projects/agencies which offer training in special education. Other linkage groups involve faculty in particular areas of specialization. The Project's Policy Advisory Board includes

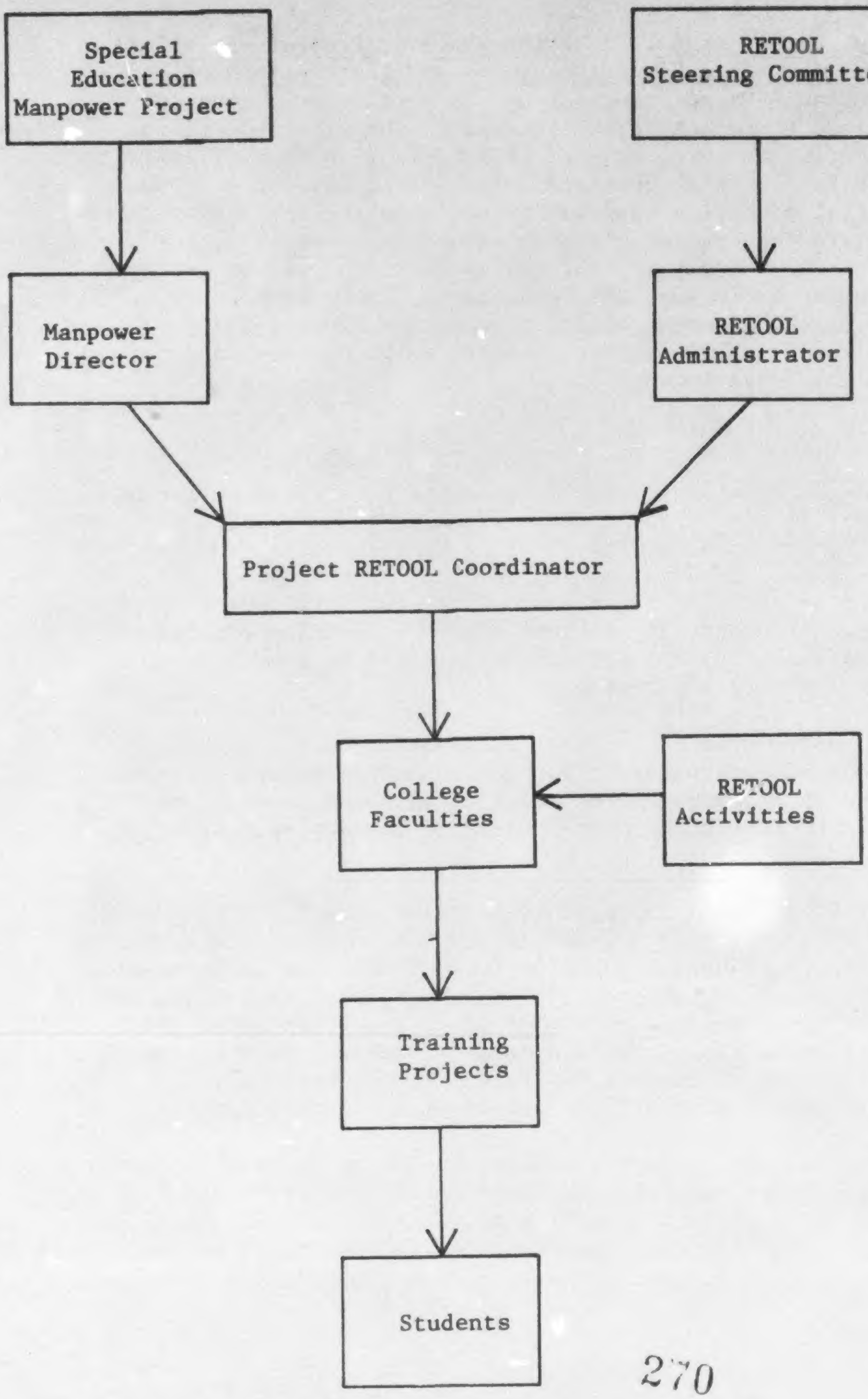

Special Education Manpower Project
RETOOL Steering Committee
Manpower Director
RETOOL Administrator
Project RETOOL Coordinator
College Faculties
RETOOL Activities
Training Projects
Students

Figure 1. System for linkage groups.

representatives from various public and private agencies and institutions concerned with personnel preparation and utilization. These groups facilitate communication and cooperation between programs and have fostered close working relationships between the State Education Agency and institutions of higher education. Project RETOOL provided an opportunity to respond to emerging needs for continuing education which had been identified by college/university faculty involved with special education. It was anticipated that Project RETOOL would face substantial challenges in attempting to respond to the diverse training needs and entry levels of participating faculty.

Project RETOOL Goals and Objectives

Goals:

1. To design, implement, and refine alternative models for special education faculty development appropriate to the unique context of special education personnel development in Massachusetts.

2. To provide continuing education opportunities to Massachusetts higher education faculty involved in special education.

First Year Objectives:

1. To assess continuing education needs of special education faculty from a balanced sample of ten institutions of higher education.

2. To design two alternative models for faculty development and a training plan for the Second Project Year, based on initial needs assessment results.

Second Year Objectives:

1. To implement the training plan, including six one-day training sessions and three three-day conferences.

2. To refine the pilot models on the basis of evaluation results and develop alternative models as needed.

3. To refine the Project's planning, management, and governance operations.

4. To conduct a needs assessment and outline training plans for the Third Project Year.

Project Design

Needs Assessment and Findings

Initial Proposal Development. Although thirty-seven (37) Massachusetts institutions of higher education offered course work and/or degree programs in special education in 1976, only ten of these institutions were involved in initial proposal development and training needs assessment, due to the short time line for proposal development. The core group of ten institutions was selected as a representative sample, balanced in terms of geographical location, public/private status, size of institution, and types of programs offered and planned (see Appendix B). Each institution was asked to designate a special education faculty representative to the Project RETOOL Steering Committee, which would be responsible for governance of the Massachusetts Project RETOOL.

The proposal was submitted jointly by the ten core institutions and the State Department of Education, with the specification that full-time and part-time special education faculty from other institutions would be eligible to participate in Project RETOOL training sessions. In addition, it was proposed that regular education faculty involved in collaborative efforts with special education faculty would be eligible to participate in proposed one-day training sessions.

Initial Needs Assessment. An assessment of the in-service training needs of the core group of ten special education faculties was conducted by the Special Education Manpower Project early in 1976, using the instrument developed by the national Project RETOOL Advisory Committee. Each Steering Committee member assumed responsibility for disseminating and collecting needs assessment instruments in his/her institution. Faculty interest was evident from the number of responses. In spite of the short response time, and an intervening school vacation, 54% (106) of the questionnaires were returned. Table 1 indicates the large number of respondents who desired further training and were willing to participate.

Needs assessment results indicated considerable variation in training and experience of respondents. Almost all respondents held advanced degrees with the higher number at the doctoral level. However, little more than half were certified in special education and there was no clear dominance in any primary area of expertise. Most of the respondents wanted to gain knowledge or skills in new areas (67%), or up-date and strengthen their existing knowledge (48%). There was great variation in the choice of useful areas of training (see Table 2). Respondents suggested twenty-seven (27) additional areas of training needs.

Table 1

Initial Needs Assessment
Description of Respondents by Institution

Institution	No. of Respondents	Sex		No. Who Desire Training	No. Willing to Participate
		Male	Female		
1. Boston College	23	10	13	20	21
2. Fitchburg State College	12	3	9	9	9
3. Framingham State College	4	1	3	4	3
4. Boston State College	15	10	5	14	13
5. Lesley College					
Undergraduate	7	4	3	6	5
Graduate	9	2	7	8	8
6. Springfield College	4	3	1	4	4
7. Worcester State College	11	2	9	10	10
8. Simmons College	4	2	2	2	
9. Westfield State College	7	4	3	6	6
10. Northeastern University	10	2	8	8	7
TOTAL	106	43	63	91	88

Table 2

Initial Needs Assessment
Most Useful Areas of Training

Area	No. of Responses
1. Career Education	22
2. Multidisabilities	40
3. Litigation and Child Advocacy	25
4. Early Childhood Education	17
5. Research Techniques	25
6. Noncategorical	18
7. Others	32

The desired model of training results (see Table 3) showed interest in all models except return to classroom teaching. The most popular training mode, Independent Study (released time), was not feasible within the limited project budget.

Table 3

Initial Needs Assessment
Desired Model of Training

Training Model	No. of Responses
1. Faculty Exchange	32
2. Postdoctoral Fellowship	27
3. Independent Study (released time)	51
4. Return to Classroom Teaching	4
5. Short Site Visitations	36
6. Summer Workshops	26
7. Other Workshops	39
8. Topical Conferences	41
9. Programmed Materials	25
10. Media Packages	21
11. Other (lecture series, work together as faculty)	6

Three major items emerged as factors that would facilitate or limit participation in the continuing education program. Time was the primary factor, followed by financial support and conflicting work responsibilities. Also mentioned were relevance, distance, topic, and the person providing the training.

Development of Model

Rationale for Design of Models. The training models were designed on the basis of the RETOOL training needs assessment results and other information on faculty development needs collected through Manpower Project Groups. Plans for content and format of training sessions were developed in consultation with the Project RETOOL Steering Committee and other potential participants in RETOOL training.

One-day topical workshops and three-day conferences were chosen as the training modes most frequently selected by needs assessment respondents and most feasible within the project budget and faculty time constraints. Both approaches addressed needs for increased knowledge in specific topical areas and for the development of skills in incorporating such knowledge into preparation programs at local colleges/universities. It was apparent from the needs assessment results that needs were widespread and diverse--there was no simple solution or single approach that would satisfy even the majority of faculty members who desired continuing education. Since it was anticipated that numerous problems would be encountered in implementing the training models, the models were designed to maintain maximum flexibility and to emphasize formative evaluation information from participants in order to be most responsive to existing and developing needs.

Governance and Model Development Process

Project Steering Committee. This Committee was composed of representatives of the ten core training institutions, the SEA RETOOL Coordinator, and the part-time Project RETOOL Director (when this position was filled). The active involvement of Steering Committee members was invaluable in developing, implementing, and evaluating the models and developing solutions to various problems which arose.

In designing the training models, Steering Committee members based their selection of training modes on the results of the formal needs assessment. The Committee considered the formal needs assessment results and training needs identified by other special education faculty members, in meetings of various Manpower Project Groups, in determining topics for training. It was decided that topics should not be organized in terms of traditional areas of exceptionality because of the major thrust of Chapter 766 to replace traditional categorical labels with the term "children with special needs." The tentative list of topics was reviewed by the Manpower Project's Special Education Training Program Liaison Group. The Steering Committee then approved the final training plan. The original plans were modified following notification that the grant award would be one-half the amount originally anticipated. The number of proposed sessions was decreased to six one-day workshops and three three-day training conferences. Topical priorities were determined by the Steering Committee.

Fiscal Arrangements. During the first Project year, a block grant was awarded to the State Education Agency to cover initial planning costs. This process operated efficiently.

Design of Ideal Model

The initial model design is presented in schematic form in Figure 2. Following the needs assessment and training plan development processes, subsequent steps included planning specific programs, recruitment of participants, training delivery, evaluation, and model revision, leading to a new needs assessment process.

The two alternative training models initially selected were expected to vary in terms of depth of training, numbers of participants, and extent of follow-up activities. The one-day workshops were designed to provide awareness and basic knowledge for larger numbers of faculty. These workshops were to be open to all special education faculty in Massachusetts colleges and universities and some collaborating faculty members from regular education. The three-day training conferences were designed to provide training in greater depth in three specific areas identified by the Steering Committee as having the greatest potential for use by faculty members. The model selected for implementing this training was adapted from the Dissemination/Change Agent (DCA) model developed at the California Instructional Materials Center, and the linkage concept of Havelock (1969, 1973). This model requires active participation by a team of two faculty members from each institution in the training conference.

The teams were to be responsible for designing and implementing a strategy for disseminating knowledge or skills gained at the conference to fellow faculty members at their home institutions. During the second year, preference was to be given to teams from the ten core institutions, in recruiting participants.

Training plans and competency specifications for each session were to be developed by the selected consultants with support from Project RETOOL staff. The competencies would serve two purposes: (a) provide a specified focus for each training session, and (b) serve as the basis for pre- and postsession self-evaluation by participants. Consultants also would develop/select/adapt materials to be duplicated for training session participants.

The evaluation plan for the second Project year (first year of training delivery) emphasized formative evaluation based on formal and informal data collection so that the Project could be refined on a continuing basis.

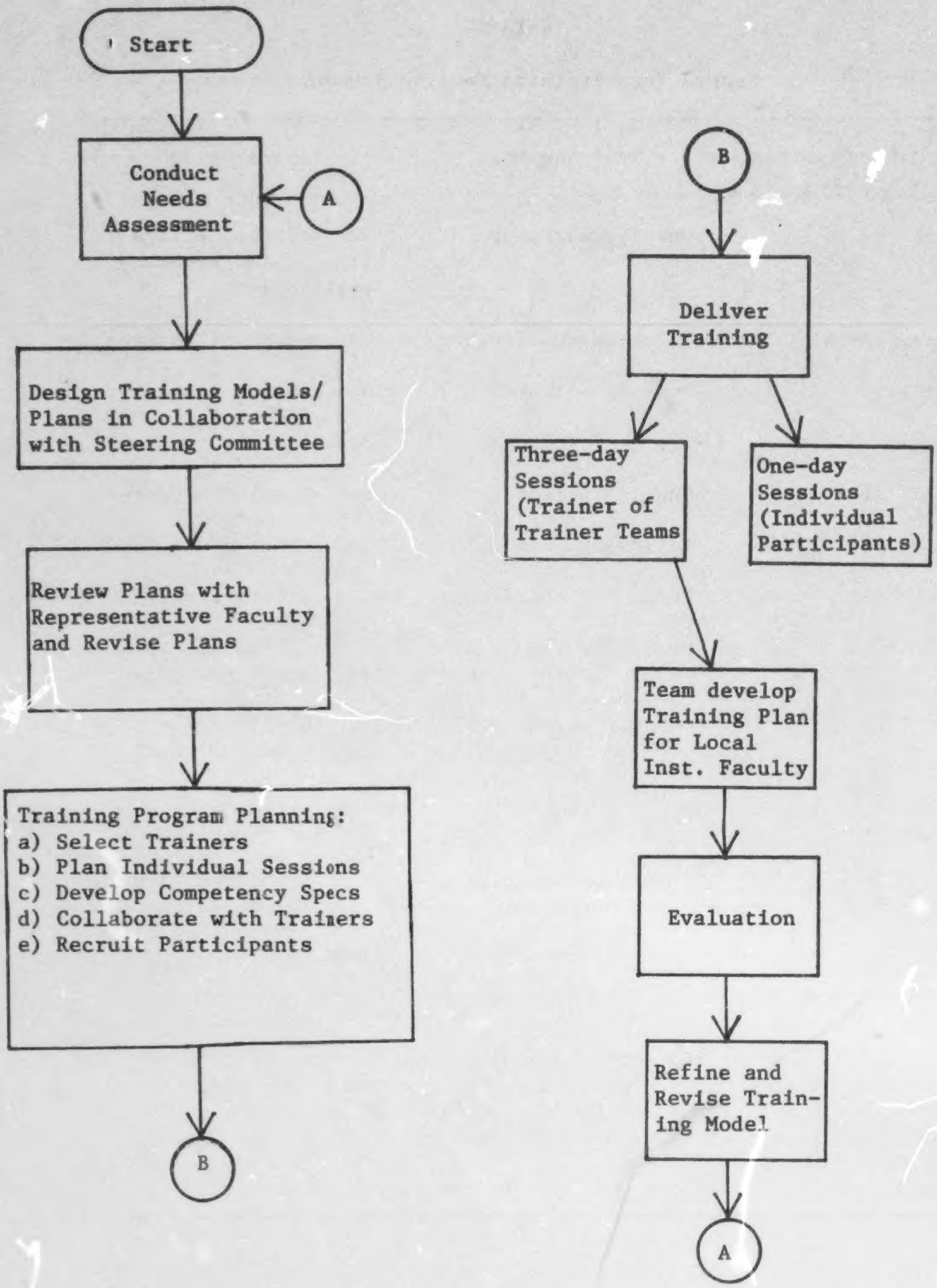

Start
Conduct Needs Assessment
A
Design Training Models/ Plans in Collaboration with Steering Committee
Review Plans with Representative Faculty and Revise Plans
Training Program Planning:
a) Select Trainers
b) Plan Individual Sessions
c) Develop Competency Specs
d) Collaborate with Trainers
e) Recruit Participants
B
B
Deliver Training
Three-day Sessions (Trainer of Trainer Teams
One-day Sessions (Individual Participants)
Team develop Training Plan for Local Inst. Faculty
Evaluation
Refine and Revise Training Model
A

Figure 2. Initial model design.

Table 4

Second Year Training Session Schedule

Date	Training Mode	Topical Area
Oct. 8	One-day workshop	Due Process, Litigation, Child Advocacy, Legislation
Nov. 12-14	Three-day conference	Management of Change
Dec. 3	One-day workshop	Observation and Analysis of Children's Behavior
Jan. 21	One-day workshop	Behavioral Management
Jan. 28	Follow-up meeting	Management of Change
Feb. 4-6	Three-day conference	Communication Skills
March 11	One-day workshop	Resource Materials in Special Education
April 1	One-day workshop	Special Education at the Secondary Level
May 13	One-day workshop	Early Childhood/ Special Education
May 20-22	Three-day conference	Individualized Education for Children with Severe Special Needs

Due to Massachusetts' small size, the location of training sessions did not pose significant problems, since any site within the state is fairly accessible to faculty from across the state. The State Education Agency and various institutions of higher education provided facilities for one-day workshops at no cost to the project. Three-day conferences were held at commercial establishments which could provide overnight accommodations.

Materials Selection, Adaptation, and Development. The Project design did not include provisions for materials development, although brief topical outlines and bibliographies were prepared by a few trainers. The Project duplicated materials developed, adapted, or selected by trainers, for distribution.

Fiscal Concerns. It should be stressed that the actual cost of second year Project operations was substantially greater than is reflected in the formal Project budget. Many college and university faculty donated time for Project planning without reimbursement. As previously noted, facilities for one-day workshops were made available at no cost to Project RETOOL. The most extensive donations were provided by the State Education Agency's Special Education Manpower Project which provided support to Project RETOOL in a variety of ways. Manpower Project staff were responsible for managing the first year Project RETOOL needs assessment and planning processes and for managing much of the second year planning, training, and evaluation processes. As a result, some of the funds originally allocated for Project administration were utilized instead for delivery of training.

It should also be noted that major problems arose during the second year when the Project was shifted to a cost reimbursement process. This process results in lengthy delays in reimbursing training consultants, project staff, and facilities, creating excessive demands on staff time and negative feelings on the part of some individuals who had to wait many months for payment of their expenses.

Expenditures for second year Project operation were distributed as follows:

	Allocated	Actual
Director	6,000	4,707.11
Project Assistant	2,500	1,428.21
Conference Consultants	2,500	6,097.96
Travel (staff)	1,019	483.47
Supplies/Duplication	2,500	1,502.67
Conference Facilities	4,100	3,904.53
Evaluation	200	200.80
Overhead (8%)	1,481	1,356.15
TOTAL	20,000	19,680.90

Delivery of Content/Training

The content of each training session is summarized in the competency specifications contained in Appendix D. Training modes, training site location, numbers of participants, numbers of institutions represented, and their geographic location are summarized for each session in Table 5. Appropriate materials were disseminated at the various training sessions, both formal and informal in nature.

Model Revision

Several revisions in the original model were developed

TABLE 5

TRAINING MODES, LOCATIONS, NUMBERS OF PARTICIPANTS, INSTITUTIONS REPRESENTED, AND THEIR LOCATIONS

	19[illegible]-1977		TRAINING MODE							ATTENDANCE # of colleges/universities				ATTENDANCE # of participants			
DATES	WORKSHOP	LOCATION	THREE DAY	ONE DAY	LECTURE	DISCUSSION	SMALL GROUP	SIMULATION/ROLE PLAY	OBSERVATION/VISITATION		EASTERN MASS.	CENTRAL MASS.	WESTERN MASS.		EASTERN MASS.	CENTRAL MASS.	WESTERN MASS.
Oct. 8	Child Advocacy, Litigation and Due Process	Central Mass.		X	X	X		X		Totals 11				Totals 21			
										IHE public 3		3		IHE public 5		5	
										IHE private 8	3	5		IHE private 14	11	1	2
														LEA 1	1		
														SEA 1	1		
Nov. 12-1	Management of Change	Eastern Mass.	X		X	X	X	X		Totals 9				Totals 17			
										IHE public 3	1	2		IHE public 6	2	4	
										IHE private 6	5	1		IHE private 10	9	1	
														LEA			
														SEA 1	1		
Dec. 3	Observation and Analysis of Children's Behavior	Eastern Mass.		X	X	X	X		X	Totals 7				Totals 17			
										IHE public 1	1			IHE public 1			
										IHE private 6	4	1	1	IHE private 10			
														LEA 2			
														SEA 2			
														Other U. of Maine 2			
Jan. 21	Behavioral Management	Eastern Mass.		X	X	X	X			Totals 7				Totals 12			
										IHE public 2	1		1	IHE public 2	1		1
										IHE private 5	4	1		IHE private 8	7	1	
														LEA			
														SEA 2	2		
Jan. 28	Follow-up Meeting Management of Change	Central Mass.		X	X	X				Totals 5				Totals 8			
										IHE public 3	1	2		IHE public 4	2	2	
										IHE private 2	1	1		IHE private 3	2	1	
														LEA			
														SEA 1	1		

TABLE 5 (Continued)

	1976-1977		TRAINING MODE							ATTENDANCE # of colleges/universities				ATTENDANCE # of participants			
DATES	WORKSHOP	LOCATION	THREE DAY	ONE DAY	LECTURE	DISCUSSION	SMALL GROUP	SIMULATION/ROLE PLAY	OBSERVATION/VISITATION		EASTERN MASS.	CENTRAL MASS.	WESTERN MASS.		EASTERN MASS.	CENTRAL MASS.	WESTERN MASS.
Feb. 4-6	Development of Communication Skills	Central Mass.	X		X	X	X	X		Totals 9 IHE public 5 IHE private 4	 2 3	 2	 1 1	Totals 16 IHE public 7 IHE private 6 LEA SEA 3	 3 4 3	 2	 2 2
March 11	Resource Materials in Special Education	Eastern Mass.		X	X	X	X			Totals 11 IHE public 3 IHE private 8	 1 7	 2	 1	Totals 22 IHE public 4 IHE private 12 LEA 1 SEA 2 Other 3	 2 11 1 2 3	 2	 1
April 1	Special Education at the Secondary Level	Eastern Mass.		X	X	X				Totals 10 IHE public 5 IHE private 5	 1 5	 3	 1	Totals 36 IHE public 11 IHE private 14 LEA 9 SEA 2	 3 14 9 2	 6	 2
May 13	Early Childhood/ Special Education	Eastern Mass.		X	X	X				Totals 12 IHE public 7 IHE private 5	 2 5	 4	 1	Totals 21 IHE public 12 IHE private 7 LEA SEA 1 Other 1	 4 7 1 1	 7	 1
May 20-22	Individualized Education for Children with Severe Special Needs	Eastern Mass.	X		X	X	X			Totals 8 IHE public 4 IHE private 4	 2 3	 1	 1 1	Totals 14 IHE public 3 IHE private 7 SEA 2 Other 2	 1 5 2 2	 1	 1 2

during the second Project year. Changes in management and recruitment and communications have been described previously. In addition, modifications were also implemented to respond to needs for greater individualization of training and problems in implementing follow-up dissemination subsequent to three-day training conferences.

Increased Individualization of Training. The original Project RETOOL needs assessment provided ample evidence of the broad range of entry levels and interests of potential participants in training sessions. Although participants' self-selection addressed this concern to some extent, comments by participants underscored the need to increase Project capacity to respond to individual needs and learning styles of participants. Strategies recommended to deal with this concern included: (a) implementing a more detailed (3 level) needs assessment process, (b) increased attention to group process in training sessions, (c) providing options for individuals and groups in content and structure of learning opportunities, and (d) increasing specificity of workshops/conference objectives (content).

During the latter part of the second Project year, the needs assessment process was expanded to include two additional levels. This three-level needs assessment process included: (a) the annual survey of interests of potential participants in various topical areas for training sessions, (b) solicitation of more detailed recommendations for specific content of sessions from the Steering Committee and other representative groups of potential participants, prior to completing the specific program plan for each session, and (c) identification of priorities for each session by participants present at the beginning of the session. Project staff also analyzed expressed needs in terms of both process and content components and attempted, with mixed success, to encourage trainers to attend more to group process considerations and varied modes of presenting content to participants. In addition, the Project Steering Committee approved the development of a third training option for the third Project year: training-site visits by individual faculty members.

In preparation for the third Project year, a needs assessment was conducted to determine preferences for training modes and topics of training (see Appendix E).

Follow-up Dissemination Activities. It was apparent after the first three-day conference that the original concept of follow-up activities as structured workshops for colleagues was far too limiting. For this reason, faculty teams which had participated in three-day sessions used a variety of follow-up strategies, ranging from structured presentations to groups, and training individual colleagues, to demonstration of newly acquired skills in faculty planning sessions. The climate (political and otherwise) and structure of home institutions varied substantially and determined the range of follow-up strategies feasible for particular teams. Concerns identified by participants with regard to follow-up activities included: (a) the need for alternative strategies (options) for follow-up activities, (b) the need to consider climate and structure in home institutions, and (c) the need to emphasize incorporation of new knowledge/skills gained by participants into training curricula at their own institutions. Greater specificity of team plans for follow-up activities appeared to result in more successful implementation. These and other changes in model design were incorporated into the third year plan of action.

Evaluation

Internal*

Two formal and three informal evaluation strategies were used by the Project.

Formal Procedures. Participants in each workshop were asked to complete a Self-Perceived Competency Evaluation Scale (SPCES) and a Conference Process Rating Scale (CPRS). The SPCES contained the competencies that had been specified as objectives for each workshop, and the CPRS dealt with the internal processes common to all of the workshops (lecture, discussion, simulation, etc.). The SPCES was unique for each session while the same CPRS was used for all sessions.

At the beginning of each workshop, the participants were asked to rate their own levels of competence on the SPCES, using a Likert-type 5-point scale. At the end of the workshop, they were asked to again rate themselves on the same set of competencies. Pre-post changes in participants' competency self-perceptions were then computed by calculating the average shift in rank. A complete set of competencies for each of the training sessions can be found in Appendix D.

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*Notes:

1. The format for analysis of training session evaluation results was prepared by Dr. John Junkala, Boston College, who also analyzed evaluation results for the first four sessions.
2. Evaluation for the workshop entitled "Behavioral Management" was not included since Conference Evaluation Forms were not returned by former Project Director. Also, the CPRS evaluation from the workshop entitled "Resource Materials in Special Education" is not included as the forms have been misplaced.

For various reasons, the original single plan for dissemination activities following three-day sessions was not feasible on many campuses and participants utilized a variety of competency dissemination strategies. Participants were asked to prepare a brief summary of follow-up activities instead of using the evaluation approach originally planned.

At the end of each workshop, participants were asked to complete the CPRS, using a Likert-type 5-point scale to rate each of the internal processes of the work shop (see Appendix F).

Informal Procedures. Information provided by informal evaluation procedures proved to be extremely valuable in identifying problems in the model design. These procedures included: (a) informal feedback from training session participants, (b) more detailed analysis of training session effectiveness and Project management by Steering Committee members, and (c) written summaries of dissemination activities following three-day conferences.

External

The Project did not employ an external evaluator during the first two years of operation. At the end of the second year, site visitors from the National Project RETOOL Advisory Committee provided invaluable assistance in clarifying various management problems and developing solutions, in collaboration with the SEA Coordinator and several other Massachusetts Steering Committee members.

Evaluation Results

Table 6 presents a summary of participants' self-perceptions of pre-post changes in their own levels of competency. All the workshop groups reported positive change increments, ranging from .923 to 2.0 points on the 5-point scale.

Table 7 presents the participants' ratings of the conference process as reported on the CPRS for one workshop. A complete set of Conference Process Ratings for each of the training sessions can be found in Appendix G. The ratings were consistently positive, with the preponderance of ratings at the upper ends of the 5-point scales, as summarized in Table 8.

Data indicate general participant satisfaction with the format and processes of the workshops. Most lectures, simulations, materials, etc., appeared to be regarded as high in quality.

Table 6

Participants' Self-Perceptions of Pre-Post Workshop Changes in Competency Levels

Workshop	N	Group Mean Change
Child Advocacy, Litigation and Due Process	16	+1.644
Management of Change	16	+2.000
Observation and Analysis of Children's Behavior	8	+1.388
Development of Communication Skills	15	+1.599
Resource Materials in Special Education	14	+1.674
Special Education at the Secondary Level	30	+1.319
Early Childhood/Special Education	9	+1.077 (set 1)
Individualized Education for Children with Severe Special Needs	14	+1.589 (set 2)

Table 7

Conference Process Rating Scale Development of Communication Skills

	Participants Rating				
Conference Process	1	2	3	4	5
1. Lectures	0	0	1	5	6
2. Discussion				4	7
3. Small Group Interaction	1	1	2	0	3
4. Simulations	0	0	1	3	6
5. Conference Materials	1	0	1	2	7
6. Resource Materials	0	0	1	0	11
7. Conference Organization	0	1	6	2	3
8. Recommend to Faculty?	0	0	2	1	9
9. Compare with Other Conferences?	0	1	1	4	6
TOTALS	2	3	15	21	58
PERCENTAGES	2	3	15	21	58

Note: Some participants did not rate every item.

Table 8

Summary of Participants' Conference Process Ratings

Workshop	Process Rating 1 to 3	Process Rating 4 to 5
Child Advocacy, Litigation, and Due Process		100%
Management of Change	19%	82%
Observation and Analysis of Children's Behavior	14%	86%
Development of Communication Skills	20%	80%
Special Education at the Secondary Level	24%	76%
Early Childhood/Special Education	33%	67%
Individualized Education for Children with Severe Special Needs	8%	92%

Implementation and Evaluation of Third Project Year

Project Design

Figure 3 displays the general scheme for effecting change among participants of Massachusetts Project RETOOL.

Members of the Massachusetts RETOOL Steering Committee were representative of both public and private institutions of higher learning having approved training programs in the field of special education. Committee membership was further representative in that the expertise of members was varied in terms of categorical concentrations and interests.

Ms. Cynthia Gillis, Director of the Massachusetts Special Education Manpower Project, and Dr. Peter Toohey, Director of Project RETOOL for the 1977-78 school year, collaborated extensively during the third year of Project RETOOL. This concept of collaboration proved to be most useful in that a marriage between the State Department of Education and higher education resulted in the joining of two large networks of professional practitioners for purposes of planning and service delivery.

RETOOL activities which provided direct service to college faculty members included the conduct of instructional workshops, the awarding of mini-grants for on-site visitations of individual faculty members and the dissemination of information gathered in the previous activities to faculty statewide.

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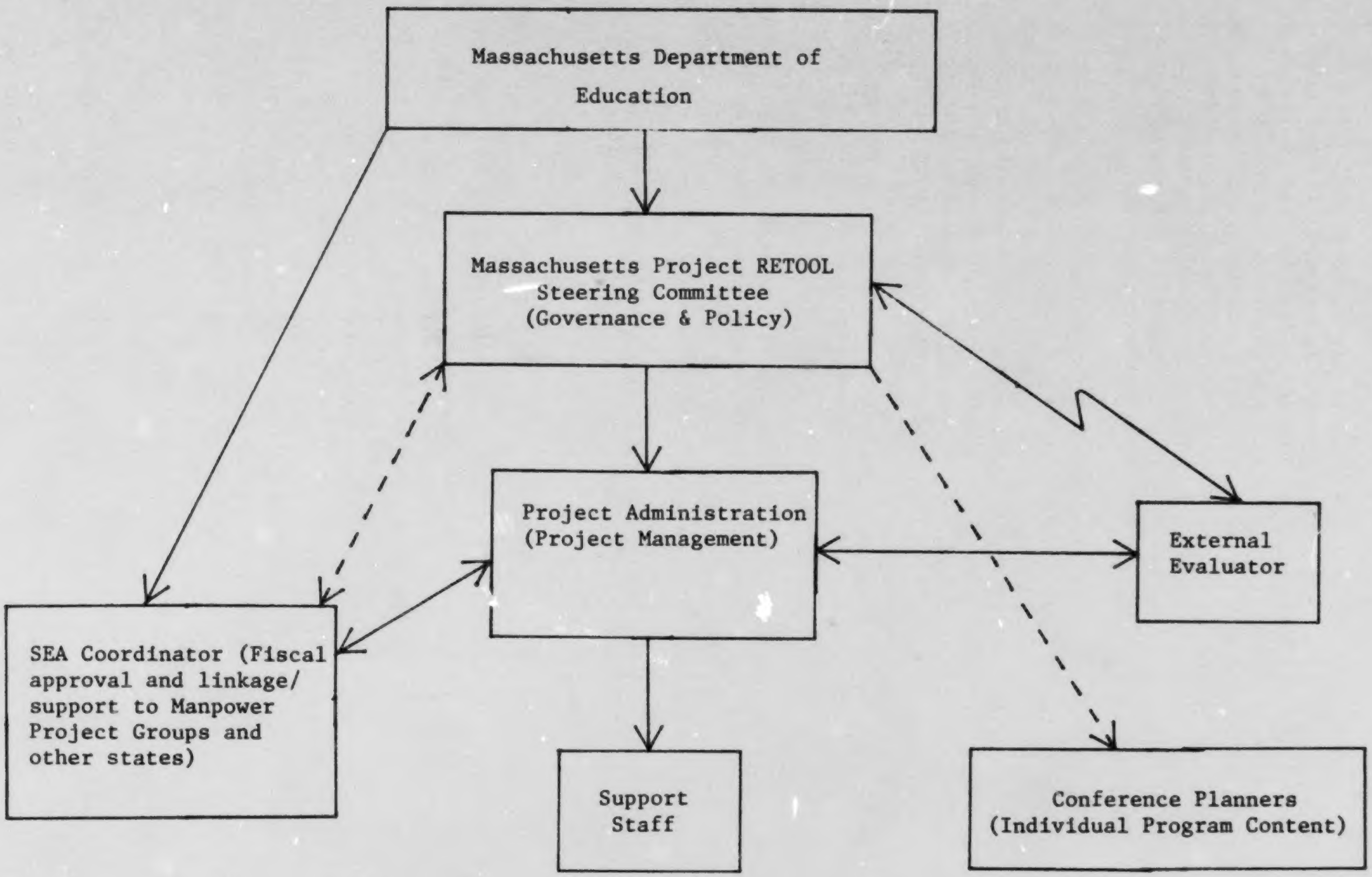
Massachusetts Department of Education
Massachusetts Project RETOOL Steering Committee (Governance & Policy)
Project Administration (Project Management)
External Evaluator
SEA Coordinator (Fiscal approval and linkage/ support to Manpower Project Groups and other states)
Support Staff
Conference Planners (Individual Program Content)

Figure 3. Organizational diagram--Massachusetts Project RETOOL.

Faculty members participating in one or more activities sponsored by Project RETOOL represented twenty-six (26) colleges or universities. Massachusetts had negotiated for the inclusion of regular education faculty in its one-day training sessions because of the increasing responsibilities being placed on general educators as a result of the comprehensive federal legislation. Of the more than one hundred and twenty (120) individuals taking part in training activities during the course of the third year of the project, approximately 10% were regular educators.

Training programs addressed by the project covered the full spectrum of special education in terms of categorical handicapping although the emphasis settled on programs aimed at the preparation of professional personnel for programs for the mildly and moderately handicapped. Developmentally, intermediate, and secondary programming seemed to receive more attention than preschool and early childhood, although of what was addressed was applicable to all levels when adapted by faculty. Adjusting the priorities identified by both the Massachusetts Department of Education and the Bureau of Education for the Handicapped, in-service education receives an increased amount of attention.

Corresponding to the needs in program changes, methodology for delivery of services to professionals presently teaching full-time was identified as apriority and was reflected in the finalized agenda of activities for RETOOL.

Figure 4 graphically presented major components of the Massachusetts RETOOL third year program. Enabling activities within major components included:

(1.0) Need Identification

1.1 General Needs Survey. Appendix G is a copy of the topical needs instrument circulated in the Spring of 1977 to all IHEs in Massachusetts having approved teaching training programs. Results in priority indicated needs in the areas of (a) Evaluation of Competencies and Competency-Based Training Programs, (b) In-Service Training--Design and Implementation, (c) Secondary Level Special Education, (d) Occupational Education/Special Education, (e) Teacher Preparation Models, (f) Bilingual/Bicultural Special Education--Nondiscriminatory Testing and Placement, and (g) Working with Parents/Parent Education.

1.2 Service Delivery Planning and Subtopical Identification. Within the network established by the Special Education Manpower Project exists a group of teacher educators divided categorically by assignment, interest, and training backgrounds. The subgroups, under the leadership of a chairperson elected from within their number, meet at regular intervals throughout the

NEEDS IDENTIFICATION 1.0	DELIVERY OF SERVICE 2.0	EVALUATION 3.0

Figure 4

year to address legislative, policy and training needs, problems and resources. In the planning process for meeting the needs demonstrated in the RETOOL need assessment, chairpersons of the various linkage groups oftentimes served as planners for workshops. The functions assigned to workshop planners included: (a) identification of issues within the topical area needing to be specifically addressed, (b) identification of programs and individuals which might serve as resources in the process of meeting specific issue needs, (c) determination of resource availability, and (d) identification of instructional materials suitable for dissemination which address identified issues, e.g., compilation of a bibliography, materials suitable for wide dissemination, and/or for inclusion in a RETOOL library available for use by all participants.

1.3 Identification of Individual Priorities. In addition to large group needs identification (1.1) and small group input (1.2), the needs of individuals in actual attendance at workshops was considered to be paramount. For this reason, planning for each workshop included a participant poll by presenters. Time for questioning of consultants by participants was mandated in the planned activities submitted by presenters prior to workshops to the RETOOL administrator. In all workshops held during the 1977-78 project year, the planned interaction between presenters and participants received favorable ratings as demonstrated through workshop evaluation.

Model Implementation

(2.0) Modes of Service Delivery

Inputs to teacher trainers were provided primarily through the conduct of workshops based on the general needs survey. A second means employed was the awarding of mini-grants on a competitive basis.

2.1 Workshops. According to projection, nine workshops were presented during the 1977-78 academic year. Six were one-day workshops to which both special and regular educators were invited. Three were three-day meetings to which only special education faculty were invited to participate. LEA practitioners were involved in the planning and presentation of workshops only.

As was previously mentioned, the entire range of special education services constituted the scope of workshop topics, although the approach in dealing with specific issues tended to be noncategorical. It became the responsibility of participants to adapt methods and materials to their own particular situations. More time appeared to be spent upon preparation of teachers of handicapped students at intermediate and secondary levels than those in the preschool and primary age groups. In like manner, the focus was primarily upon children having mild and moderate handicapping conditions. It should be noted that workshops having to do with early childhood and severe handicapping conditions were held during the second year of the RETOOL project.

RETOOL workshops were scheduled monthly on the average. Dates for workshops were determined by the Steering Committee in September 1977. The agenda which was prepared at that meeting addressed in the survey general questionnaire. Table 9 reflects the workshops planned and presented. The January workshop was postponed because of the weather and held in early May.

The location at which workshops were held was determined by the Project Administrator. A deliberate attempt was made to vary the locations so that faculty who might otherwise not have participated were encouraged to do so. No funds were expended on facilities for one-day workshops. Different colleges participating in Project RETOOL served as host institutions. Usually a welcome-to-the-campus was extended by the dean of education of the hosting school, and faculty from that school usually outnumbered faculty members from other institutions in the state. Schools serving as hosts for one-day workshops were: (a) American International College, Springfield; (b) Regis College, Weston; (c) Gordon College, Wenham; (d) Boston College, Chestnut Hill; and (e) Curry College, Melton. One of the one-day workshops was held at the Central Regional Office, Massachusetts Department of Education in West Boyston.

Three-day workshop sites were also varied. While chief determining factors were the suitability of

Table 9

One-Day Workshops	Date
1. Emotional Disturbance in the Regular Classroom	November 18
2. Teacher Preparation Models	December 2
3. Legislation, Litigation, Due Process, Rights of Parents, Children, and Professionals	January 27
4. Secondary Level Special Education	March 17
5. In-Service Training: Design and Implementation	March 3
6. Evaluation of Competencies and Competency-Based Training Programs	May 26

Three-Day Workshops	Date
1. Occupational Education/Special Education at the Secondary Level	October 26-28
2. In-Service Training: Design and Implementation	February 1-3
3. Evaluation of Competencies and Competency-Based Training Programs	April 12-14

physical facility, sleeping accommodations and dining, the seasonal rate system also proved to have an effect upon the ultimate decision. Bids were sought from over thirty (30) facilities statewide based on twenty (20) participants plus workshop consultants. Three-day workshops were held at The Joseph Keefe Regional Vocational Technical School in Framingham with lodging at the Framingham Motor Inn, The Sheraton Inn, Falmouth, and The King's Grant Inn, Danvers. In all instances, workshop participants rated locations as being quite adequate.

Recruitment of workshops took place in three ways:

Implementation and Revision of Model
Second Project Year

Model Operation

Although the model was generally implemented according to the original plan outlined in Figure 2, a number of unanticipated problems were encountered in Project management and training delivery. Operating procedures were modified in consultation with the Project Steering Committee. Some of these problems were unique to Massachusetts but most deserve careful consideration in developing similar faculty development programs in other states. Despite the problems, outcomes of the second year of Project operation were generally positive, as evidenced by results of formal and informal evaluation of training session content and processes.

Planning and Management Strategies

Recruitment of Project Participants/Communications/Incentives. Initial strategies included mailing training session announcements to contact persons at the various institutions of higher education, and dissemination of information through Manpower Project linkage groups. By early 1977, a pattern of decreasing attendance at one-day workshops was evident, largely related to rapid turnover in Project staff. The Steering Committee suggested more advanced and detailed dissemination of information on training sessions and more active recruitment of participants, through phone calls and personal contact at Manpower Group meetings. These recommendations were implemented after the third workshop and attendance was much improved at the remaining sessions. Extensive personal contact by phone also proved necessary in recruiting participants for three-day sessions.

Participation in training sessions was voluntary, and incentives were exclusively intrinsic, i.e., personal professional growth. It should be noted that the disincentive most frequently specified in the original needs assessment was conflicting demands on faculty time.

Project Staff and Steering Committee. The Steering Committee was responsible for overseeing Project implementation and determining general content and structure of training. In addition, the Committee reviewed problems in Project management and developed recommendations for improving Project operations. The Committee was an essential component in the project. It provided continuing input from the group to be served by Project RETOOL, thus ensuring relevance of training activities to their needs. Further, the active involvement of faculty in planning the project has encouraged their participation in training activities.

Responsibility for Project administration was to be assigned to a one-quarter time Project Director. However, several changes in Project administration occurred. The original Project Director resigned during the summer 1976 when he assumed a full-time position with a private agency. A second part-time Project Director resigned after five months. In each case, it was necessary for the SEA RETOOL Coordinator (Manpower Project Director) to assume responsibility for Project RETOOL administration including: (a) planning the first and third three-day conferences and one-day sessions 1, 4, 5, and 6; (b) fiscal management, (c) Steering Committee coordination, and (d) proposal and report preparation. These changes in Project administration interfered with Project continuity and efficiency.

This problematic situation had two positive outcomes: (a) the development of an organizational chart (see Figure 3) and specific role descriptions for all parties involved in Massachusetts Project RETOOL (see Appendix C), and (b) the evolution of a revised planning process for training sessions (by the end of the Second Project year):

1. Project Administrator solicits suggestions for Conference Planners from Steering Committee and/or appropriate Manpower Project Training Groups.
2. Steering Committee approves Conference Planner(s) (Special education faculty with appropriate expertise).
3. Conference Planner(s) select session presenters, plan conference agenda, and arrange preparation of competency statements by presenters (for evaluation).
4. Steering Committee approves general program content for each session.
5. Project Administrator coordinates conference arrangements (including mailing announcements and follow-up, facilities, equipment, etc.), as requested; ensures that evaluation forms are completed by participants; prepares conference report including analysis of evaluation data.

Selection of Consultants. Trainers for the majority of the second year sessions were selected on the basis of recommendations of the Project RETOOL Steering Committee and numbers of other Manpower Project Linkage Groups.

Conference planners were responsible for managing the consultant selection process for two of the one-day workshops and one three-day conference.

Schedule/Placement of Training Sessions. The original schedule for training sessions was modified to some extent to adapt to availability of certain consultants and facilities. The final schedule for 1976-77 is outlined in Table 4.

(a) contact at Manpower Linkage Group meetings, (b) brochures, and (c) personal contact by telephone. The Special Education Manpower Project publishes a calendar of events monthly. These calendars are mailed to all individuals involved in the statewide network. RETOOL workshops always appeared on those schedules. The latest schedule was usually covered at Linkage Group meetings, Steering Committee meetings, and Policy Advisory Board meetings. Attendees at any of these meetings would remind faculty on their respective campuses of forthcoming workshops. In addition to a statewide mailing of a complete workshop schedule in early fall, flyers were sent to approximately one hundred (100) faculty members three to four weeks before the scheduled date of a workshop. These brochures specified issues, presenters, geographic directions, times, etc. Names on the completed mailing list were gathered through an examination of every team, committee, or functioning group associated with the State Manpower Development Project. Names were also added and deleted regularly at workshops. Faculty members were asked to let the project director know in advance of their intentions to participate. This procedure seemed inadequate for planning purposes, and as a result the Director or Project Assistant telephoned each college three to five days before workshops in order to remind staff of the event and to take a head count.

Program Planning

As the fall meeting of the Steering Committee of Project RETOOL approached, a brainstorming session on workshop resources took place. At that time individuals within the state who might either serve as planners or presenters were identified. Usually, it was not too difficult to find an instate planner to draft a proposed program. This was accomplished by his/her communicating with their own-campus colleagues and members of the various linkage groups. The program was then presented to the Project Director, and they would evaluate the proposal in light of fiscal resources and availability of desired personnel. In most cases, the Project Director gained the commitment of consultants to participate and made logistical arrangements. Presenters were asked to submit in advance: (a) objectives which they intended to meet, (b) equipment that would be needed, and (c) handouts which they wished to have duplicated and available for distribution. In most cases, this procedure was adhered to; however, in some cases where definite commitments were late in coming, the predistribution of performance-based objectives to prospective participants on the brochure became impossible.

Workshop format. Typically, one-day workshops began with introductions followed by large group presentations ranging from one to one and one-half hours. After a short break, small group activities involving simulations and processes were supervised by the presenter. A one-half hour question-and-answer session usually followed small group activities. Since one-day workshops usually featured two or more presenters, the format for the afternoon session was similar to the morning with the whole package followed by the completion of a written evaluation by all participants. Handouts prepared by presenters and duplicated by the project staff were distributed at each workshop.

Three-day workshops were much more individualized in the sense that usually fewer faculty participated since the size was limited to twenty (20). Furthermore, because each participant was a special educator, there was a higher degree of homogeneity and consultants and participants interacted during free times in addition to formal sessions.

All workshops contained components which demanded active participation from those in attendance. The planned session(s) of developing process skills was a requirement demanded of presenters, and the specific objectives to be met were distributed to participants beforehand. Copies of workshop schedules were made available in advance to all participants.

Presenters. All workshop presenters were identified in advance for the benefit of all the participants.

2.2 Minigrants. Grants for the on-site visitations of specific programs, attendance at significant national conferences, inspection of educational environments substantially different from public schools and other locations where assistance to handicapped children is provided were awarded to eight special educators from teacher training institutions in Massachusetts during the 1977-78 school year. Awards were made on a competitive basis with four evaluators (members of the Steering Committee) representing a wide range of interests in the field of special education rating proposals independently on the baiss of five specific criteria: (a) to what extent does the proposed visitation address itself to the identified problem, (b) is there a definite relationship between the applicant's jobs responsibilities and the proposed visitation, (c) how many faculty members will receive either direct or indirect benefit from the applicant's visitation, (d) how appropriate is the dissemination design, and (e) feasibility of applicant's meeting the identified objectives.

Originally, it was planned to make six awards with the funds expended on this component not to exceed $4200. However, since all proposals were rated, the project was able to fund eight proposals for that amount. The eight proposals included eleven faculty members since one of them proposed a team visitation.

All visitations were made between December 1, 1977, and May 1, 1978. Written reports were submitted which were edited, compiled, and disseminated statewide.

Evaluation

Both internal and external evaluation procedures were utilized throughout the conduct of Project RETOOL. Internally, participants were asked to complete an evaluation questionnaire at the conclusion of each of the nine workshops. The instrument was comprehensive in that participants were asked to evaluate facilities, planning, presentations in relation to stated objectives, willingness of presenters to address problems of individuals in attendance, usability of handouts, and the general meaningfulness of the workshop. For the minigrant component, each recipient submitted a written evaluation of his site visitation and attempted to rate the experience in terms of objectives identified in the proposal for funding.

Externally, requests for evaluation proposals were made in early September and the Steering Committee awarded the outside evaluation contract to Ms. Maida Broadbent and Ms. Patricia Mostue at their meeting in October. The outside evaluators prepared all workshop handouts and adapted contents for each of the different workshops. Throughout the course of the project, the project administrator was kept informed as to quantifiable data being accumulated and could modify either procedures on contents of forthcoming workshops based on data from the most recent workshop. In the final report, the evaluators stated:

> . . . Project RETOOL in the State of Massachusetts provided valuable in-service training for education faculty concerned with the special needs of children.

> Both the one- and three-day workshops enabled participants to not only obtain new information in special education but to discuss their concerns and issues with the speakers and other educators as well. The minigrant awards facilitated SPED faculty to visit firsthand programs and/or to attend workshops in other states which directly impacted their own professional expertise and that of both their colleagues and educational programs which are either ongoing or projected.

Budget

A budget of $31,800 was allocated to Massachusetts Project RETOOL. Some flexibility was necessitated on line items and appropriate permission was granted. Appendix H presents a line item budget which includes both projected and actual expenditures.

Summary and Recommendations

Strengths

The strengths of the Massachusetts Project RETOOL are varied and somewhat unique to this state. First, the positive relationships and the extensive linkage/communication system that existed between the institutions of higher education and the State Education Agency were developed as a result of the Special Education Manpower Project. Project RETOOL served as a facilitator to further strengthen this relationship.

Second, the flexibility of Project RETOOL to adapt its operation as a result of data collected in informal and formal evaluations was another strength. The commitment of the staff to move toward these positive changes reflects their desire to implement the goals and objectives of the project.

During the third year of the project, changes were made to the project to make it more responsive to the needs of the state. One change was the decision to rotate the workshop sites. This change enabled faculty, who may not have been able to attend the workshops elsewhere, to attend on their own campus. In a few instances, professors were present at the beginning of the workshop, left to teach a class, and returned for the afternoon session. Another advantage of the rotational workshop sites was the opportunity of visiting faculty to view the resources of the hosting institution. This fostered communication, as well as information, to the visiting faculty as well as the host faculty.

A fourth strength was the minigrant component during the third year of the project. It was well received by the faculty because it enabled them to address problems which they personally were confronting. In this sense, it met an urgent need.

The final strength of the project was the inclusion of regular educators in the one-day workshops. As a result, many institutions of higher education have revised or are in the process of revising regular education training programs to reflect the kind of teacher called for in P.L. 94-142.

Weaknesses

The major weakness within the project was the prohibition of personnel from the local education agencies. In a time when competency-based training programs are demanding a close alliance with internship sites, it is felt that the project would have been enhanced if services could have been delivered to these personnel.

Another weakness of the project was the state of tremendous change. While this can be recognized as a strength in that the project's goals and objectives were achieved, it was accomplished through a great deal of hardship.

Plans for Continuation

A needs assessment survey was conducted in the Spring of 1978. Faculty were found to prefer intensive two-day workshops to three-day and thereby enabling them to spend more time on campus. Areas in which continued input was requested include: (a) In-Service Training: Design and Implementation; (b) Consultation: Theory and Practice, Early Childhood Special Education, Management of Change, and Evaluation of Competencies; and (c) Competency-Based Training Programs.

The Special Education Manpower Project has been funded by BEH for a three-year period. Maintaining communication with IHEs remains high on their list of priorities. Insofar as possible, that project will assist in providing faculty members with resources which might be used to bring about desired changes in educational programming. That project has in its possession the instructional materials purchased by RETOOL, and those materials will be available for use by special education faculty throughout the state in the months and years ahead.

APPENDIX A

STATEWIDE DISTRIBUTION OF COLLEGES AND UNIVERSITIES WITH SPECIAL EDUCATION COURSE WORK AND/OR DEGREE PROGRAMS

STATEWIDE DISTRIBUTION OF COLLEGES AND UNIVERSITIES WITH SPECIAL EDUCATION COURSE WORK AND/OR DEGREE PROGRAMS

Eastern Massachusetts (includes Northeast, Greater Boston, and Southeast regions)

Total: 24
Public: 5
Private: 19

Boston State College
625 Huntington Ave.
Boston, MA 02115

Boston College
Chestnut Hill, MA 02167

Boston University
765 Commonwealth Ave.
Boston, MA 02215

Brandeis University
Waltham, MA 02154

Bridgewater State College
Bridgewater, MA 02324

Curry College
Milton, MA 02186

Eastern Nazarene College
23 Elm St.
Wollaston, MA 02170

Emerson College
130 Beacon St.
Boston, MA

Emmanuel College
400 The Fenway
Boston, MA 02115

Gordon College
Wenham, MA 01984

Harvard University
Cambridge, MA 02138

Institute of Open Education
15 Mifflin Place
Cambridge, MA 02138

Lesley College
29 Everett St.
Cambridge, MA 02138

Massachusetts College of Art
364 Brookline Ave.
Boston, MA 02115

Northeastern University
Boston, MA 02115

Regis College
Weston, MA 02193

Salem State College
Salem, MA 01970

Simmons College
300 The Fenway
Boston, MA 02115

Southeastern University
North Darmouth, MA 02747

Stonehill College
North Easton, MA 02356

Suffolk University
Beacon Hill
Boston, MA

Tufts University
Medford, MA 02155

University of Massachusetta/Boston
100 Arlington St.
Boston, MA 02116

Wheelock College
154 Riverway
Boston, MA 02215

Central Massachusetts (includes the Greater Worcester Region)

Total: 6
Public: 3
Private: 3

Anna Maria College
Paxton, MA 01612

Assumption College
Salisbury St.
Worcester, MA 01608

Clark University
950 Main St.
Worcester, MA 01610

Fitchburg State College
Fitchburg, MA 01420

Framingham State College
Framingham, MA 01781

Worcester State College
Chandler St.
Worcester, MA 01602

Western Massachusetts (includes the Springfield and Pittsfield regions)

Total: 7
Public: 3
Private: 4

American International College
Wilbraham Road
Springfield, MA 01109

North Adams State College
North Adams, MA 02147

Our Lady of the Elms
Chicopee, MA

Smith College
Clark School for the Deaf
Northhampton, MA 01060

Springfield College
210 Alden Road
Springfield, MA 01109

University of Massachusetts/
Amherst
Amherst, MA 01002

Westfield State College
Westfield, MA 01085

APPENDIX B

CHARACTERISTICS OF TEN CORE INSTITUTIONS

CHARACTERISTICS OF TEN CORE INSTITUTIONS

January 1976

Boston College	Private - Moderate size - Eastern region No. of Faculty (21 FT, 15 PT, 4 A) Levels - B, M, CAGS, and (Doct. - SPED Administrator program under development) Areas - Special Educator, Generic, Moderate, Severe (Deaf-Blind Multihandicapped), Sensory Needs - Vision, Administrator, Peripatology Plans - Currently implementing Dean's Project, including interdisciplinary core; plan other program modifications
Boston State College	Public - Moderate size - Eastern region No. of Faculty (8 FT, 7 PT, 0 A) Levels - B, M Areas - Moderate, School Psychology, Rehabilitation Counselor/Therapist, Guidance/Counseling Plans - Implementing field-based Generic Program in Boston Public Schools; plan to develop Bilingual/SPED, Secondary level SPED, and Regular Ed/SPED
Fitchburg State College	Public - Large size - Central and Northeast regions No. of Faculty (10 FT, 3 PT, A) Levels - B, M Areas - Generic, Moderate, Severe, Guidance/Counseling Plans - Develop Bilingual SPED and Regular Ed/SPED

B = Bachelor's
M = Master's
CAGS = Certificate of Advanced Graduate Study
D = Doctorate
FT = Full-time
PT = Part-time
A = Adjunct

Framingham State College	Public - Small size - Central region No. of Faculty (2 FT, 1 PT, 1 A) Levels - M, CAGS Areas - Generic, Early Childhood/SPED, Guidance/Counseling Plans - Further refine field-based retraining program (Generic) for currently employed personnel; training component associated with First Chance Project (ECE)
Lesley College	Private - Moderate size - Eastern region No. of Faculty (10 FT, 5 PT, 19 A) Levels - M Areas - Generic, Moderate, Severe Special Needs, Early Childhood/SPED, Guidance/Counseling, Regular Ed/SPED Plans - Add greater emphasis on adolescence; develop modular program; expand interdisciplinary elective master's; further develop field-based training programs
Northeastern University	Private - Moderate size - Eastern region No. of Faculty (12 FT, 9 PT, 0 A) Levels - B, M, CAGS, D Aseas - Generic, Moderate, Severe, SPED Administrator, Early Childhood/SPED, Vocational Ed/SPED, Regular Ed/SPED, Speech and Hearing Plans - Develop SPED Administrator program; expand and enrich programs in Voc. Ed.; expand and enrich course offerings in Learning Disabilities; make Speech and Hearing program more interdisciplinary
Simmons College	Private - Small size - Eastern region No. of Faculty (3 FT, 14 PT, 0 A) (and additional Physical Therapy) Levels - B, M Areas - Generic, Moderate, Physical Therapy Plans - Further develop Generic program; implement field-based Generic program in Boston; considering development of secondary level program; further development nondegree in-service courses in various school systems

Springfield College	Private - Small size - Western region No. of Faculty (4 FT, 2 PT, 0 A) Levels - B, M, CAGS Areas - Rehabilitation Counselor/ Therapist, Elementary Education, Rehabilitation Plans - Develop Moderate and/or Severe SPED Program
Westfield State College	Public - Moderate size - Western region No. of Faculty (5 FT, 7 PT, 2 A) Levels - (1974 - B, M) (1974-75 data) Areas - Changing Plans - Education department currently undergoing reorganization
Worcester State College	Public - Moderate size - Central region No. of Faculty (9 Ft, 0 PT, 5 A) Levels - B, M Areas - Generic, Moderate, Speech & Hearing Plans - Develop Generic program, including field-based training; develop Bilingual/SPED and secondary level/SPED

APPENDIX C

ROLE DESCRIPTIONS

MASSACHUSETTS
PROJECT RETOOL

Role Descriptions

Steering Committee

1. Personnel Responsibilities
    - a. recruit and select Project Administrator
    - b. recruit and select external evaluator
    - c. recommend/approve conference planners
2. Planning Responsibilities
    - a. selection of topical areas for training
    - b. approval of general conference content and presenters
3. Policy Setting
    - a. establishment of selection criteria and approval of procedures for administrator and conference planners
    - b. establishment of selection criteria and approval of procedures for training participation (eligibility)
        1. 3-day workshops
        2. site visits
4. Project Governance
    - a. supervise Project Administrator's activities
    - b. provide support as needed
    - c. set budget of project activities/expenditures

SEA Coordinator (SPED Manpower Project Director)

1. Project Support
    - a. approval (sign off) of Project expenditures
    - b. provides linkage:
        1. to Massachusetts training programs and related agencies through Manpower Project Linkage Group network
        2. to other states through Interstate Steering Committee
    - c. provides other support as needed

Conference Planners

1. Personnel
    - a. recommend conference presenters to Administrator and Steering Committee

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2. Planning Responsibilities

   a. work with conference presenters to develop agendas responsive to specified needs
   b. develop third-level needs assessments at training session
   c. agenda development

3. Conference Management/Coordination

   a. collect information from trainers
   b. manage Conference process and maintain timelines
   c. audio-visual needs/materials and equipment
   d. collect third-level needs assessment
   e. collect competency statements from trainers, provide assistance as needed
   f. maintain contact to Project Administrator as to notification of participation dates, etc.

Project Administrator

1. Personnel

   a. recruit, select, and supervise clerical assistants
   b. coordinate and supervise the work of conference planners
   c. coordinate with SEA Coordinator on budget and finance, and linkage with Manpower Project Groups
   d. report to Steering Committee
   e. coordinate with External Evaluator
   f. recommend to Steering Committee Conference planners and presenters

2. Planning Responsibilities

   a. select/arrange conference facilities
   b. supervise individual conference attendance
   c. conduct and disseminate first- and second-level needs assessments
   d. collect, evaluate, and analyze needs assessments (1st and 2nd level)
   e. schedule Steering Committee meetings
   f. design and prepare site visitation application

3. Project Management

   a. supervise site-visitation option
   b. supervise conference procedures, functioning (registration, at facility - during conferences)
   c. supervise, follow-up, conference information and its dissemination (conference flyers, etc.)
   d. prepared continuation proposal and end of the year report

    e. report to National Project: attend meetings and prepare needed reports
    f. assist in Project evaluation

Graduate Assistant/Clerical

1. Project Management

    a. type report, proposal, and conference information
    b. help prepare flyers
    c. help in follow-up interested participants (telephoning)
    d. preregistration
    e. other technical assistance to Project Administrator as needed

Project External Evaluator

1. Assist in developing/refining instruments and strategies for Project internal and external evaluation

2. Design structured interview protocol and conduct interviews as indicated in Project evaluation plan

3. Analyze evaluation data

4. Report to Steering Committee, as appropriate, and prepare written evaluation at end of Project year

5. Will design and develop evaluation plan and present it to the Steering Committee and conduct the evaluation

APPENDIX D

COMPETENCY EVALUATIONS

CONFERENCE EVALUATION

Please use the rating scales below to indicate your levels of competence prior to this conference and at the end of this conference, with regard to each objective:

PRECONFERENCE					**OBJECTIVES:**	**POSTCONFERENCE**				
Low				**High**	**Conference Participants will be able to:**	**Low**				**High**
1	**2**	**3**	**4**	**5**	1. Describe the history of special education litigation and legislation and analyze the reasons underlying actions of courts and legislatures.	**1**	**2**	**3**	**4**	**5**
1	2	3	4	5	2. Analyze and discuss the meaning of Due Process of law in education with emphasis on special education, and describe various methods employed by state and federal education authorities to implement Due Process requirements, including the role of the courts in appeals procedures.	1	2	3	4	5
1	2	3	4	5	3. Describe the content of and conduct of a special education "Due Process" hearing, including essentials of preparation for and participation in a hearing, potential benefits and detriments of a hearing, and methods used by a hearing officer to arrive at a decision.	1	2	3	4	5
1	2	3	4	5	4. Describe the content and conduct a mediation session, including essentials of preparation for and participation in a mediation session, potential benefits, and detriments of mediation.	1	2	3	4	5

CONFERENCE EVALUATION

Please use the rating scales below to indicate your levels of competence prior to this conference and at the end of this conference, with regard to each objective:

PRECONFERENCE					OBJECTIVES:	POSTCONFERENCE				
Low 1	2	3	4	High 5	Conference Participants will be able to:	Low 1	2	3	4	High 5
					5. Analyze professional liability and rights of teachers, administrators, and other support personnel who may be involved in Due Process procedures.					
1	2	3	4	5	6. Discuss the issues involved in defining "an adequate and appropriate" educational program.	1	2	3	4	5
1	2	3	4	5	7. Describe alternative definitions of child advocacy including roles and activities of various types of advocates and advocacy strategies which may be utilized by personnel in schools and other settings.	1	2	3	4	5
1	2	3	4	5	8. Identify the major decisions to be made by school personnel at each point in the appeals process.	1	2	3	4	5
1	2	3	4	5	9. Identify the different types of personnel who require training, due process, and appeals to effectively implement procedures and the essential elements of such training.	1	2	3	4	5
1	2	3	4	5	10. Develop plans for incorporating training in the above areas (1-9) into training programs for which you are responsible.	1	2	3	4	5

Three-day Sessions Management of Change

CONFERENCE EVALUATION

Please use the rating scales below to indicate your levels of competence prior to this conference and at the end of this conference, with regard to each objective:

PRECONFERENCE	**OBJECTIVES:**	**POSTCONFERENCE**
Low ___ High **1 2 3 4 5**	Conference Participants will be able to:	**Low ___ High** **1 2 3 4 5**
	1. Demonstrate understanding of importance of planning as part of change strategy.	
1 2 3 4 5	2. Understand and describe conceptual frameworks of planned change: Problem-solving; social interaction; reserach; development and diffusion; coorcive; linkage.	1 2 3 4 5
1 2 3 4 5	3. Understand and describe roles change agent can play in planned change strategy.	1 2 3 4 5
1 2 3 4 5	4. Understand cadre model of organizing action and describe four phases: initiation; planning; implementation; institutionalizing the results	1 2 3 4 5
1 2 3 4 5	5. Demonstrate understanding of and ability to apply four steps in completing tasks: brainstorming, establishing priorities; make a force field analysis; developing an action plan.	1 2 3 4 5
1 2 3 4 5	6. Understand the role of evaluation in implementing and assessing change.	1 2 3 4 5

Observation & Analysis of
Children's Behavior

CONFERENCE EVALUATION

Please use the rating scales below to indicate your levels of competence prior to this conference and at the end of this conference, with regard to each objective:

PRECONFERENCE					OBJECTIVES:	POSTCONFERENCE				
Low				High	Conference Participants will be able to:	Low				High
1	2	3	4	5		1	2	3	4	5
					1. Focus their observation by formulating empirical questions.					
1	2	3	4	5	2. Describe the five observational dimensions of an educational event.	1	2	3	4	5
1	2	3	4	5	3. Use the five dimensions to organize an observation.	1	2	3	4	5
1	2	3	4	5	4. Use the five dimensions in planning interventions and assessing their effects.	1	2	3	4	5
1	2	3	4	5	5. Use the method of constant comparison to analyze a pattern of behavior.	1	2	3	4	5
1	2	3	4	5	6. Design an "open" observation plan to "diagnose' a pattern of behavior.	1	2	3	4	5
1	2	3	4	5	7. Design a "scheduled" observation plan to "monitor" a pattern of behavior.	1	2	3	4	5
1	2	3	4	5	8. Describe common perceptual filters which may distort observations.	1	2	3	4	5

CONFERENCE EVALUATION

Please use the rating scales below to indicate your levels of competence prior to this conference and at the end of this conference, with regard to each objective:

PRECONFERENCE	OBJECTIVES:	POSTCONFERENCE
Low________High 1 2 3 4 5	Conference Participants will be able to:	Low________High 1 2 3 4 5
	9. Describe the three patterns of explanation for observed behavior and indicate the effects of each on a plan of intervention.	
1 2 3 4 5	10. Gather data on a child's social relations in the classroom.	1 2 3 4 5
1 2 3 4 5	11. Utilize one of the following methods for analyzing the data gathered: sociometric matrix, sociometric target, sociogram.	1 2 3 4 5
1 2 3 4 5	12. Gather and analyze data on the activity flow in a classroom.	1 2 3 4 5

Planning and Assessing A Behavior
Management Strategy TTrough Observation Techniques

CONFERENCE EVALUATION

Please use the rating scales below to indicate your levels of competence prior to this conference and at the end of this conference, with regard to each objective:

PRECONFERENCE					OBJECTIVES:	POSTCONFERENCE				
Low				High	Conference Participants will be able to:	Low				High
1	2	3	4	5		1	2	3	4	5
					1. Describe the five observation features of an educational event that define the context for a behavior management intervention.					
1	2	3	4	5	2. Describe the uses of the five observational features of an educational event in constructing a focused observation instrument for dealing with behavior management problems.	1	2	3	4	5
1	2	3	4	5	3. Describe the effects that three types of explanations for behaviors have on the designing of a behavior management strategy.	1	2	3	4	5
1	2	3	4	5	4. Describe the uses of the five observation features of an event in planning a behavior management strategy	1	2	3	4	5
1	2	3	4	5	5. Describe the uses of the five observation features in assessing the effects of a behavior management strategy.	1	2	3	4	5

Contingency Contracting
Behavior Management

CONFERENCE EVALUATION

Please use the rating scales below to indicate your levels of competence prior to this conference and at the end of this conference, with regard to each objective:

PRECONFERENCE					OBJECTIVES:	POSTCONFERENCE				
Low				High	Conference Participants will be able to:	Low				High
1	2	3	4	5		1	2	3	4	5
					1. State the three basic types of contingency contracting.					
1	2	3	4	5	2. State whether or not a given contract situation includes the ten rules for contingency contracting.	1	2	3	4	5
1	2	3	4	5	3. Describe how a teacher sets the contract situation.	1	2	3	4	5
1	2	3	4	5	4. Describe how a teacher determines whether or not a particular reinforcer is effective.	1	2	3	4	5
1	2	3	4	5	5. Describe how a teacher shifts to self-contracting.	1	2	3	4	5

CONFERENCE EVALUATION

Please use the rating scales below to indicate your levels of competence prior to this conference and at the end of this conference, with regard to each objective:

PRECONFERENCE					OBJECTIVES:	POSTCONFERENCE				
Low				High	Conference Participants will be able to:	Low				High
1	2	3	4	5	1. Demonstrate an understanding of the processes involved in acquisition and the development of language.	1	2	3	4	5
1	2	3	4	5	2. Understand and describe conceptual framewords for reference to Communicative Disorders in general.	1	2	3	4	5
1	2	3	4	5	3. Demonstrate an understanding of the difference between symbolic disorders in communication.	1	2	3	4	5
1	2	3	4	5	4. Demonstrate an understanding of auditory processing.	1	2	3	4	5
1	2	3	4	5	5. Demonstrate an understanding of the two analytic models (semantic and syntactic) for the description of children's language performance.	1	2	3	4	5
1	2	3	4	5	6. Demonstrate an understanding of the complexity of psychological and dynamic issues involved in language disordered children.	1	2	3	4	5

Media Workshop
Resource Materials

CONFERENCE EVALUATION

Please use the rating scales below to indicate your levels of competence prior to this conference and at the end of this conference, with regard to each objective:

PRECONFERENCE					OBJECTIVES:	POSTCONFERENCE				
Low				High	Conference Participants will be able to:	Low				High
1	2	3	4	5		1	2	3	4	5
					1. Describe the objectives and current status of the Massachusetts Materials Analysis.					
1	2	3	4	5	2. Describe the characteristics of the various available commercial materials description systems.	1	2	3	4	5
1	2	3	4	5	3. Summarize current concepts on linking and networking capabilities to provide better access to educational resources.	1	2	3	4	5
1	2	3	4	5	4. Explain the use of linking systems in training teachers to provide more appropriate instruction to students.	1	2	3	4	5
1	2	3	4	5	5. Describe impending teacher center legislation and its relationship to state, regional, and local legislation, with regard to field application of resources	1	2	3	4	5
1	2	3	4	5	6. Describe training resource available from the ALRC (Area Learning Resource Center) and MEC (Merrimac Education Center).	1	2	3	4	5

MEDIA WORKSHOP

CONFERENCE EVALUATION

Please use the rating scales below to indicate your levels of competence prior to this conference and at the end of this conference, with regard to each objective:

PRECONFERENCE	OBJECTIVES:	POSTCONFERENCE
Low High 1 2 3 4 5	Conference Participants will be able to:	Low High 1 2 3 4 5
	7. Identify sources of support materials for parents and teachers of children with special needs.	
1 2 3 4 5	8. Describe a range of uses of media and materials for communicating information and developing knowledge attitudes and skills.	1 2 3 4 5
1 2 3 4 5	9. Describe strategies which teachers of children with severe special needs may utilize to coordinate curricula and materials.	1 2 3 4 5
1 2 3 4 5	10. Reconcile age appropriateness with developmental levels in selecting, adapting, and utilizing instructional materials for children with severe special needs.	1 2 3 4 5
	Individual objectives/competencies related to selection, adaptation, and/or design of instructional materials and media (afternoon sessions).	

Special Education at
the Secondary Level

CONFERENCE EVALUATION

Please use the rating scales below to indicate your levels of competence prior to this conference and at the end of this conference, with regard to each objective:

PRECONFERENCE					OBJECTIVES:	POSTCONFERENCE				
Low				High	Conference Participants will be able to:	Low				High
1	2	3	4	5	1. Describe some of the entry problems faced by a special education professional in attempting to establish a "mainstreaming" program in a secondary school.	1	2	3	4	5
1	2	3	4	5	2. Describe the process by which course "subjects" can be transformed to topics to objectives to competencies.	1	2	3	4	5
1	2	3	4	5	3. Describe the special education "supportive service" teacher's role vis a vis the "subject" teacher, adapting curriculum and materials, etc.	1	2	3	4	5
1	2	3	4	5	4. Describe three types of high school tutoring models, and explain their role in "mainstreaming."	1	2	3	4	5
1	2	3	4	5	5. Describe at least four strategies for the management of student behavior in mainstream secondary school situations.	1	2	3	4	5
1	2	3	4	5	6. Describe some of the inadequacies of the resource model in accomplishing mainstreaming at the secondary level.	1	2	3	4	5

SECONDARY LEVEL

CONFERENCE EVALUATION

Please use the rating scales below to indicate your levels of competence prior to this conference and at the end of this conference, with regard to each objective:

PRECONFERENCE					OBJECTIVES:	POSTCONFERENCE				
Low				High	Conference Participants will be able to:	Low				High
1	2	3	4	5	7. Describe some of the elements of a more effective role for special education mainstreaming teachers at the secondary level.	1	2	3	4	5
1	2	3	4	5	8. Describe some of the competencies which are somewhat uniquely required of special education personnel at the secondary level.	1	2	3	4	5
1	2	3	4	5	9. Describe some of the programmatic elements which might be important in a training program designed to train special education mainstreaming personnel for the secondary level.	1	2	3	4	5

CONFERENCE EVALUATION

Please use the rating scales below to indicate your levels of competence prior to this conference and at the end of this conference, with regard to each objective:

PRECONFERENCE					OBJECTIVES:	POSTCONFERENCE				
Low				High	Conference Participants will be able to:	Low				High
1	2	3	4	5	1. Review principles and concepts to consider in designing parent programs and parent support groups.	1	2	3	4	5
1	2	3	4	5	2. Review some specific ways to deliver parent programs and support groups (i.e., home-based programs, centered-based programs, technologically based programs).	1	2	3	4	5
1	2	3	4	5	3. Review some societal changes and their implications for social policy as it relates to children and their families	1	2	3	4	5
1	2	3	4	5	4. Describe a variety of materials available for young special needs children and their parents in terms of target populations for which the materials are designed and criteria for selection of appropriate materials.	1	2	3	4	5
1	2	3	4	5	5. Discuss major research directions being undertaken by the Bureau of Education for the Handicapped in the area of Early Childhood Handicaps.	1	2	3	4	5

EARLY CHILDHOOD

CONFERENCE EVALUATION

Please use the rating scales below to indicate your levels of competence prior to this conference and at the end of this conference, with regard to each objective:

PRECONFERENCE					OBJECTIVES:	POSTCONFERENCE				
Low				High	Conference Participants will be able to:	Low				High
1	2	3	4	5	6. Discuss current knowledge of child development and its implications for design of new research projects and development of training programs in Massachusetts.	1	2	3	4	5
1	2	3	4	5	7. Identify those service agencies, who, at both state and local level, provide direct and/or support services to young children with special needs, ages birth to seven (7) years in Massachusetts.	1	2	3	4	5
1	2	3	4	5	8. Identify concerns and issues which exist at the local community level regarding the identification, coordination, and utilization of services available from multiple agencies for young children with special needs and their families.	1	2	3	4	5
1	2	3	4	5	9. Identify those basic skills and competencies needed by teachers of young children with special needs, in order for them to provide appropriate individualized educational programs for childre, utilizing all available resources.	1	2	3	4	5

Severe Special Needs

CONFERENCE EVALUATION

Please use the rating scales below to indicate your levels of competence prior to this conference and at the end of this conference, with regard to each objective:

PRECONFERENCE					**OBJECTIVES:**	**POSTCONFERENCE**				
Low				**High**	**Conference Participants will be able to:**	**Low**				**High**
1	**2**	**3**	**4**	**5**	1. Describe similarities and differences between training models for a rural sparely populated state, and a regional area, and a national training program.	**1**	**2**	**3**	**4**	**5**
1	2	3	4	5	2. Describe the use of minimum objective systems for assessing pupils, developing objectives, and monitoring pupil progress, and the relationship between pupil assessment systems and a teacher training program.	1	2	3	4	5
1	2	3	4	5	3. Describe the relationship which can exist between a teacher training program and a state's service delivery system.	1	2	3	4	5
1	2	3	4	5	4. Describe how an interdisciplinary service delivery model for pupils with severe handicaps can impact on teacher training programs in regard to role definitions.	1	2	3	4	5
1	2	3	4	5	5. To increase knowledge of content of Piagetian sensorimotor period.	1	2	3	4	5
1	2	3	4	5	6. To identify major concepts and strategies of cognition development required during sensorimotor period.	1	2	3	4	5

SEVERE SPECIAL NEEDS

CONFERENCE EVALUATION

Please use the rating scales below to indicate your levels of competence prior to this conference and at the end of this conference, with regard to each objective:

PRECONFERENCE					OBJECTIVES:	POSTCONFERENCE				
Low				High	Conference Participants will be able to:	Low				High
1	2	3	4	5		1	2	3	4	5
					7. To identify the sensorimotor basis of language development.					
1	2	3	4	5	8. To specify some strategies for prevention of "learning helplessness."	1	2	3	4	5
1	2	3	4	5	9. To identify strategies for accommodating operational definitions of concepts to response receptors of individual children.	1	2	3	4	5

Severe Special Needs

CONFERENCE EVALUATION

Please use the rating scales below to indicate your levels of competence prior to this conference and at the end of this conference, with regard to each objective:

PRECONFERENCE					OBJECTIVES:	POSTCONFERENCE				
Low				High	Conference Participants will be able to:	Low				High
1	2	3	4	5	1. To focus attention on the needs and effects of interpersonal communication in professional settings.	1	2	3	4	5
1	2	3	4	5	2. To be aware there is a need to include an interpersonal training component in teacher training programs.	1	2	3	4	5
1	2	3	4	5	3. To be aware of how values and attitudes can affect communication with others.	1	2	3	4	5
1	2	3	4	5	4. To be particularly aware of the differences between a statement of observation and a statement of interference and how inferences can affect communications with other professionals.	1	2	3	4	5
1	2	3	4	5	5. To be aware that interpersonal communication skills can be improved through training.	1	2	3	4	5
1	2	3	4	5	6. To be able to recognize a distinction between the transmissive and integrative aspects of communication	1	2	3	4	5
1	2	3	4	5	7. To be able to recognize the communicative importance of voluntarily and involuntarily emitted behavior.	1	2	3	4	5

CONFERENCE EVALUATION

Please use the rating scales below to indicate your levels of competence prior to this conference and at the end of this conference, with regard to each objective:

PRECONFERENCE					OBJECTIVES:	POSTCONFERENCE				
Low				High	Conference Participants will be able to:	Low				High
1	2	3	4	5	8. To be able to differentiate between the levels of expression on two communication spirals.	1	2	3	4	5
1	2	3	4	5	9. To list the national resource people who are most actively involved in education of the severely handicapped.	1	2	3	4	5
1	2	3	4	5	10. To identify some of the current problem areas in providing educational services to the severely handicapped.	1	2	3	4	5
1	2	3	4	5	11. To identify at least one novel solution to resource consolidation in his/her own geographic area.	1	2	3	4	5
1	2	3	4	5	12. To list the factors which are essential for development of a training program in the area of severe special need which is adequate in terms of quality and scope.	1	2	3	4	5

APPENDIX E

ASSESSMENT OF FACULTY TRAINING NEEDS

SPRING 1977

PROJECT RETOOL - ASSESSMENT OF FACULTY TRAINING NEEDS

Number of Faculty 40 Special Ed.; 37 Collaborating Reg. Ed. Depts./Insts. 21 Colleges/Universities

Topics:	* 3-Day Trainer of Trainers Sessions (Choose 4 topics - Number in order of priority)	* 1-2 week site visits to Model Research/Training or demonstration program (choose 1)	** 1-Day Workshops (Choose 6 - Number in order of priority)
Occupational Ed/Special Education (Voc.-Career Ed.)	22	.70	52
Management of Change	18	.70	44
Evaluation of Competencies and Competency-Based Training Programs	52	3.81	72
Early Childhood/SPED	11	2.25	37
Legislation, Litigation, Due Process, Rights of Parents, Children and Professionals	17	--	71
Formal and Informal Assessment	16	--	54
Bilingual/Bicultural SPED non-discriminatory testing and placement	9	1.25	36

*Includes only responses from Special Education faculty--weighted in terms of specific topic priorities.

**Includes Special Ed. faculty and collaborating regular ed. faculty--weighted in terms of specified topic priorities--full weighting for Special Ed. faculty and one-half weighting for Regular Ed. faculty rankings. NOTE: Some respondents selected more than one-site visit option.

PROJECT RETOOL - ASSESSMENT OF FACULTY TRAINING NEEDS (CONTINUED)

	* 3-Day Trainer of Trainers Session (Choose 4 topics - Number in order of priority)	* 1-2 week site visits to Model Research/Training or demonstration program (choose 1)	** 1 Day Workshops (Choose 6 - Number in order of priority)
Development of Individualized Ed. Plans	16	1.83	54
Consultation - Theory and Practice	19	.50	64
In-Service Training - Implementation and Design	51	1.11	90
Secondary Level Special Education	30	1.58	67
Research Design - Special Education Program Outcomes and Impact of Legislation	25	1.08	45
Severe and Profound Multihandicapped Special Needs	24	5.30	41
Teacher Preparation Models	15	6.33	78
Applied Behavior Analysis Behavior Modification	9	1.00	22
Working with Parents/Parent Education	6	.45	55

PROJECT RETOOL - ASSESSMENT OF FACULTY TRAINING NEEDS (CONTINUED)

	* 3-Day Trainer of Trainers Sessions (Choose 4 topics - Number in order of priority)	* 1-2 week site visits to Model Research/Training or demonstration program (choose 1)	** 1-Day Workshops (Choose 6 - Number in order of priority)
Peer Training (developing positive attitudes on the part of non-exceptional children of children with special needs)	______	______	______
Interdisciplinary Collaboration in Colleges, Public Schools, and Other Agencies	______	______	______
Recreational Activities for Children with Special Needs	______	______	______
Emotional Disturbance: Strategies for Use in the Regular Classroom	______	______	______
YOUR SUGGESTIONS:	______	______	______
Total No. Weighted Points Possible	(400)	(40)	(1265.5)

Please circle:	5%	2%	2%	2%	16%	5%
Preferred days for 1-day sessions	M	T	W	TH	F	S
Preferred days for 3-day sessions	MTW	TWTH	WTF	FSS		
	5%	2%	10%	12%		

APPENDIX F

PROCESS EVALUATION FORM (CPRS)

APPENDIX F

PROCESS EVALUATION FORM (CPRS)
Conference Rating Scale

USING THE RATING SCALES BELOW, PLEASE REACT TO THE PROCESSES IN THIS CONFERENCE

Processes	Ineffective				Effective
1. Lectures	1	2	3	4	5
2. Discussions	1	2	3	4	5
3. Small group interactions	1	2	3	4	5
4. Simulations	1	2	3	4	5
5. Conference materials	1	2	3	4	5
6. Resource materials	1	2	3	4	5
7. Conference organizations	1	2	3	4	5

	No		Perhaps		Yes
8. Would you recommend this workshop to other college faculty?	1	2	3	4	5

	Poorer Than Most		Average		Better Than Most
9. How do you compare this conference with others you have attended?	1	2	3	4	5

10. What suggestions could you offer for improving this type of conference? ____________________

____

____

Thank you for completing this scale!

APPENDIX G

CONFERENCE PROCESS RATING SCALES

APPENDIX G

CONFERENCE PROCESS RATING SCALES

Due Process, Litigation, Child Advocacy

Conference Process	Participants' Ratings				
	1	2	3	4	5
1. Lectures	0	0	0	2	4
2. Discussion	0	0	0	0	0
3. Small Group Interaction	0	0	0	3	5
4. Simulations	0	0	0	0	10
5. Conference Materials	0	0	0	2	8
6. Resource Personnel	0	0	0	2	7
7. Conference Organization	0	0	0	3	7
8. Recommend to Faculty?	0	0	0	0	10
9. Compare w/Other Conferences?	0	0	0	1	8
TOTALS	0	0	0	13	59
PERCENTAGE				18	82

Management of Change

Conference Process	Participants' Ratings				
	1	2	3	4	5
1. Lectures	0	1	4	6	3
2. Discussion	0	0	1	11	4
3. Small Group Interaction	0	0	1	7	9
4. Simulations	0	2	3	3	7
5. Conference Materials	0	2	3	3	7
6. Resource Personnel	0	0	1	6	9
7. Conference Organization	0	0	4	10	2
8. Recommend to Faculty?	0	1	1	7	7
9. Compares w/Other Conferences?	0	1	1	10	4
TOTALS	0	7	19	63	52
PERCENTAGE		5	14	45	37

Observation and Analysis of Children's Behavior

Conference Process	Participants' Ratings				
	1	2	3	4	5
1. Lectures	0	0	1	4	8
2. Discussion	0	0	2	6	5
3. Small Group INteraction	1	0	2	5	5
4. Simulation	0	0	4	3	3
5. Conference Materials	0	1	0	7	5
6. Resource Personnel	0	0	1	2	9
7. Conference Organization	0	0	0	3	10

Observation and Analysis (Continued)

Conference Process	Participants' Ratings				
	1	2	3	4	5
8. Recommend to Faculty?	0	0	1	4	7
9. Compares w/Other Conferences?	0	0	2	5	5
TOTALS	1	1	13	39	57
PERCENTAGE	1	1	12	35	51

Development of Communication Skills

Conference Process	Participants' Ratings				
	1	2	3	4	5
1. Lectures	0	0	1	5	6
2. Discussion	0	0	0	4	7
3. Small Group Interaction	1	1	2	0	3
4. Simulations	0	0	1	3	6
5. Conference Materials	1	0	1	2	7
6. Resource Personnel	0	0	1	0	11
7. Conference Organization	0	1	6	2	3
8. Recommend to Faculty?	0	0	2	1	9
9. Compares w/Other Conferences?	0	1	1	4	6
TOTALS	2	3	15	21	58
PERCENTAGE	2	3	15	21	59

Early Childhood/Special Education

Conference Process	Participants' Ratings				
	1	2	3	4	5
1. Lectures	0	2	3	4	4
2. Discussion	0	1	3	2	1
3. Small Group Interaction	0	0	2	1	1
4. Simulations	0	0	0	0	1
5. Conference Materials	0	0	1	4	7
6. Resource Personnel	0	1	0	5	5
7. Conference Organization	0	2	4	2	4
8. Recommend to Faculty?	0	1	1	6	4
9. Compares w/Other Conferences?	0	1	5	1	4
TOTALS	0	8	19	25	31
PERCENTAGE	0	10	23	30	37

Individualized Education for Children with Severe Special Needs

Conference Process	Participants' Ratings				
	1	2	3	4	5
1. Lectures	0	1	2	5	6
2. Discussion	0	0	1	7	4
3. Small Group Interaction	0	0	0	7	6
4. Simulations	0	0	0	4	5
5. Conference Materials	1	1	2	3	4
6. Resource Personnel	0	0	1	2	10
7. Conference Organization	0	0	0	8	6
8. Recommend to Faculty?	0	0	1	4	8
9. Compares w/Other Conferences?	0	0	0	8	6
TOTALS	1	2	5	48	55
PERCENTAGE	1	2	5	43	49

Special Education at the Secondary Level

Conference Process	Participants' Ratings				
	1	2	3	4	5
1. Lectures	0	1	3	12	9
2. Discussion	0	0	2	9	7
3. Small Group Interaction	2	3	1	2	0
4. Simulations	2	3	1	2	0
5. Conference Materials	0	1	6	7	11
6. Resource Personnel	0	0	2	9	10
7. Conference Organization	0	1	4	10	8
8. Recommend to Faculty?	1	0	4	7	12
9. Compares w/Other Conferences?	1	1	3	8	11
TOTALS	6	10	26	66	70
PERCENTAGE	3	6	15	37	39

APPENDIX H

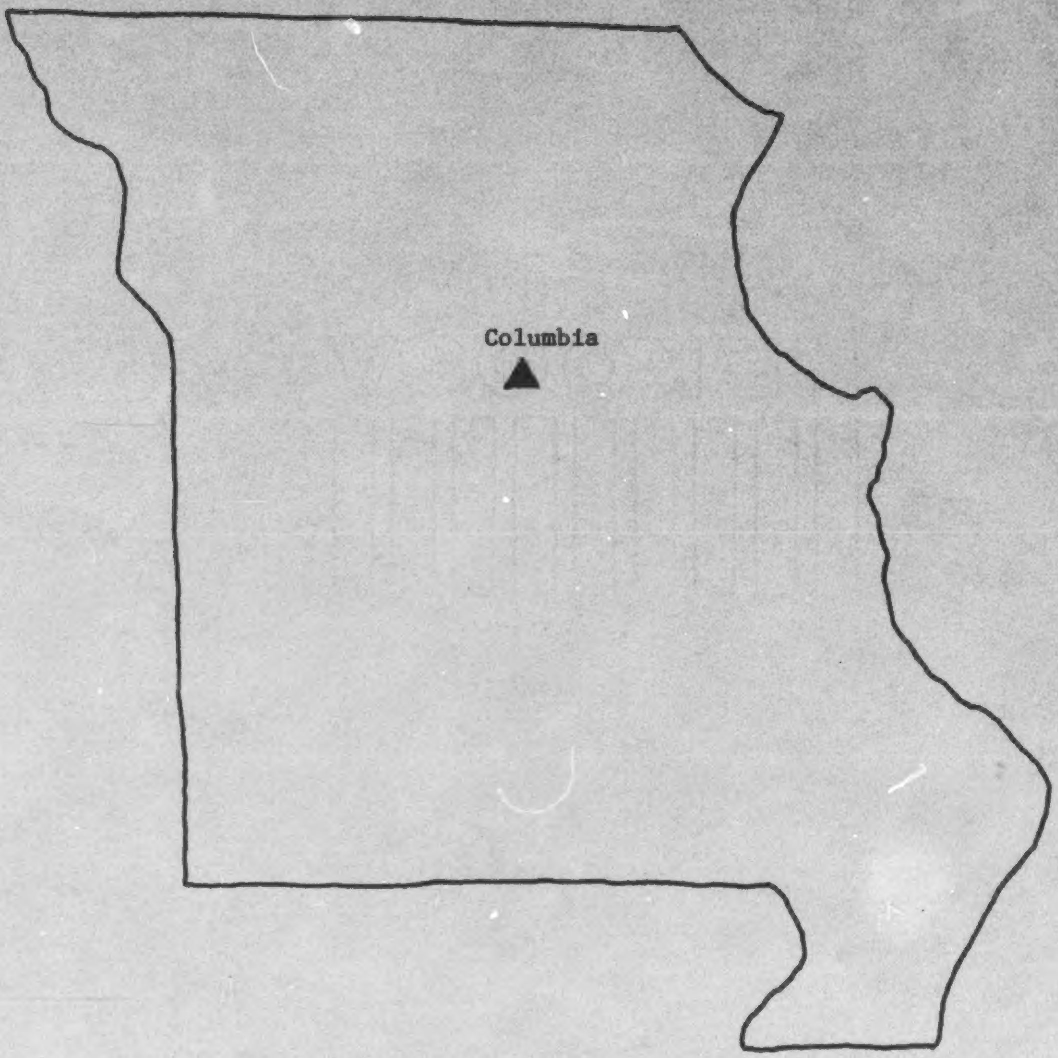
1977-78 BUDGET

APPENDIX H

1977-78 Budget

Items	Allocated	Actual
Director	$5,000.00	$4,972.78
Project Assistant	3,300.00	2,864.10
Conference Planners	1,500.00	711.63
Conference Consultants	4,500.00	6,806.32
Travel	900.00	1,470.34
Supplies/Duplication	2,550.00	2,302.93
Communication	600.00	624.90
Conference Facilities	4,350.00	3,144.75
Secretary	800.00	1,100.00
Site Visits	4,200.00	3,549.87
Evaluation	1,850.00	1,770.00
Overhead 8%	2,550.00	2,296.97
TOTALS	$31,800.00	$31,635.37

362



PROJECT RETOOL: Missouri

Robert Harth, Director
Steven B. McCarney, Co-Director

PROJECT RETOOL: MISSOURI

Ro[illegible]rt Harth, Ed.D.
Professor, Department of Special Education
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Stephen B. McCarney, Ed.D.
Assistant Professor, Department of Special Education
University of Missouri, Columbia

Introduction

The following paper is a report of the two and one-half years that Project RETOOL-Missouri was in operation. The focus will be on the procedures, plans, and outcomes of the Project.

Historical Perspective

In the Fall of 1975, the Department of Special Education of the University of Missouri-Columbia received a Request for Proposal (RFP) from the Teacher Education Division of the Council for Exceptional Children. The request was submitted through the State Department of Elementary and Secondary Education. Because of one of the requirements that universities submitting proposals offer the doctorate in special education, the University of Missouri-Columbia was one of only two institutions in the state eligible to apply.

The RFP asked for proposals to conduct a statewide needs assessment relative to the continuing education needs of special education teacher educators. The Department of Special Education at the University of Missouri-Columbia submitted a proposal that was subsequently funded. The needs assessment (to be discussed later) was carried out in the Spring of 1976.

At the conclusion of the needs assessment, a report was sent to the National Project RETOOL Advisory Board. The report included the results of the needs assessment and an outline of how the Department of Special Education would implement a program of continuing education based on the needs assessment. Based on this report, the National Advisory Committee suggested that the Department of Special Education expand the plan into a full proposal. This was done in May 1976, and the department was awarded a total of $20,000 to implement the plan during the 1976-1977 academic year.

The plan was carried out in the State of Missouri during the 1976-1977 academic year. In the Spring of 1977, the program was redesigned based upon the first year evaluation, and a continuation proposal was submitted for the 1977-1978 academic year and funded for $38,593.58.

At the end of the 1978 academic year, federal funds for Project RETOOL were no longer available. Because of the positive response to the Project, attempts are being made to generate state funds for continuation.

Rationale

Project RETOOL-Missouri was a continuing education program designed to update the knowledge base of special education teacher educators and speech pathology and audiology educators in Missouri. In developing the program to carry out this task, two major concerns formed the rationale. First, it was obvious from the needs assessment that many special education teacher educators have been out of their own training programs for a number of years. During these years, significant changes had occurred in their fields. As a result, it was felt that at least some part of a continuing education program should be devoted to updating the knowledge base of special education teacher educators in their areas of expertise.

A second concern revolved around the fact that significant changes had occurred in special education since many teacher educators had received their last degrees. New areas of knowledge were developing, and new priorities in the field were being established. With these changes, special education teacher educators would be asked to take on different teaching responsibilities. To facilitate these changes in the most appropriate fashion, teacher educators would have to receive some in-service education. As a result, Project RETOOL-Missouri felt the need to direct some of its efforts twoard providing information in new and topical areas of special education.

Objectives

Based on the above rationale, the following specific objectives were formulated for the Project:

1. To provide selected special education teacher educators with an opportunity to update skills and knowledge in their areas of expertise.

2. To provide selected special education teacher educators with intensive training in topical areas of special education.

3. To assist special education teacher educators in locating postdoctoral study opportunities, classroom teaching opportunities, and faculty exchange opportunities.

Design

This phase of the paper will focus on the work done in the design of Project RETOOL-Missouri. In particular, the emphasis will be on a description of events that led to the development of the model.

Needs Assessment and Findings

The first step in the Project was the needs assessment which was carried out in the Spring of 1976. The data were collected via personal interviews conducted at ten institutions of higher education in Missouri.

Several factors were considered in the selection of institutions to serve in the needs assessment. The first factor was to select institutions of higher education with faculty who had little or minimal training in special education. A second factor was to select institutions of higher education that had special education faculty teaching outside their area of expertise in special education. A third factor was to select both public and private institutions of higher education that had programs in special education. A final, though certainly not a lesser factor, was to select institutions of higher education that represented the different geographic regions of the State of Missouri. The institutions selected represent all of the regions of the state as well as both urban and rural settings.

The respondents for the needs assessment were 39 faculty members from 10 institutions of higher education. All of these faculty members devoted a majority of time to teaching in special education or in speech pathology and audiology.

The results of the needs assessment presented some rather interesting findings. First of all, it should be noted that the form and content of the needs assessment interview was developed by the Project RETOOL National Advisory Board and, as such, was used in the other RETOOL projects. Of the 39 respondents who participated in the interview, 37 indicated a desire for additional training. Of the two who felt they did not need additional training, one subsequently did participate in Project RETOOL indicating she may have misunderstood the question during the interview.

Twenty-five of the respondents indicated that their prime purpose for wanting additional training was to update knowledge or skills in their area of expertise. The prime areas selected for such training were: (a) mental retardation, (b) speech pathology and audiology, (c) learning disabilities, (d) language development, and (e) assessment.

A significant number of respondents also indicated a desire to receive training in selected topical areas of special education. The most frequently identified topics for such training were: (a) early childhood special education, (b) multidisabilities, (c) litigation and child advocacy, (d) mainstreaming, (e) and noncategorical special education.

The needs assessment interview also allowed the respondents to identify their preferred modes for receiving the continuing education. The respondents clearly favored independent study as their first choice. Following closely behind were: (a) topical conferences, (b) postdoctoral fellowships, (c) summer workshops, and (d) faculty exchange.

Development of the Model

The model to be presented in this paper is the result of two and one-half years' work with Project RETOOL-Missouri. In starting work on Project RETOOL, no apriori decisions as to the nature or content of the model for continuing education were made. Also, no attempt was made to fit the data into any existing model. From the beginning, the assumption had been that the model would be as direct a trasnlation of the needs assessment as possible.

The initial model design was based solely on the results of the needs assessment. During the second implementation year, the model was revised to the one presented in this paper. The revisions, in all instances, were based solely on the evaluations of the first implementation year.

Rationale for the design. The data from the needs assessment indicated that a considerable number of the respondents indicated a preference for two types of training: (a) update training and (b) training in topical areas. Update training focuses on bringing people up-to-date in their areas of expertise, and topical training focuses on introducing new topics and knowledge to participants. As indicated earlier, these were seen as the prime areas of need for the continuing education.

The major delivery mode the model presents is the short topical conference. In the first year of implementation, two other delivery modes were offered: (a) independent study and (b) arranging for postdoctoral study, return to teaching, and faculty exchange. These were dropped during the second year for reasons to be discussed later.

Thus, the model presents a plan for the delivery of update training and training in topical areas through the medium of three-day short courses.

Governance and the development of the model. The Project Director took overall responsibility for the development of the model. However, the model clearly reflected the influence of a variety of sources. Initially, the development of the model was based totally on the results from the needs assessment. These results were then presented to a State Advisory Board made up of chairpersons from departments of special education in Missouri's institutions of higher education. This Advisory Committee then made recommendations to the Project Director relative to the development of the model and its implications. The selection of instructors for the short course was the responsibility of the Project Director, and each instructor was responsible for development of the courses.

Based upon evaluations from the course participants and from the National Advisory Committee, the model was changed to its present form. Thus, the development of the model has come from a variety of sources.

Model Design

The model for Project RETOOL-Missouri is divided into five components: (a) competency development, (b) course preparation, (c) delivery of courses, (d) dissemination, and (e) evaluation. Figure I shows a schematic representation of the model. This section of the paper will describe the various components.

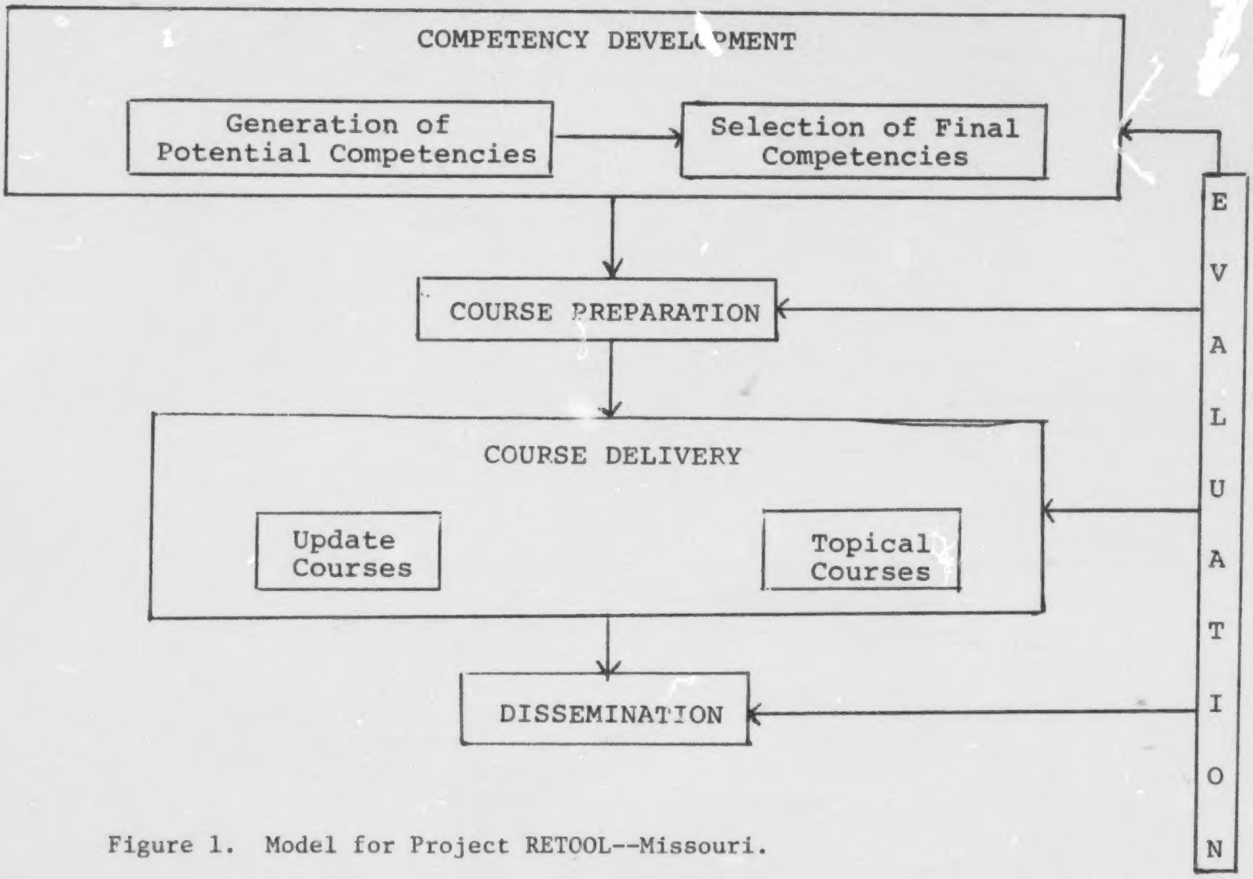
COMPETENCY DEVELOPMENT
Generation of Potential Competencies
Selection of Final Competencies
COURSE PREPARATION
COURSE DELIVERY
Update Courses
Topical Courses
DISSEMINATION
EVALUATION

Figure 1. Model for Project RETOOL--Missouri.

Competency development. The competency development component was divided into two activity areas. In the first phase, a series of 10 competency generators developed a pool of competencies that could be used for a short course. Five of the competency generators were practitioners (teachers, diagnosticians, etc.) involved in programs dealing with the topic and content for each course. The other five competency generators were special education teacher educators who are recognized experts in the topic area for which they were generating competencies.

The competencies generated were then given to the State Advisory Board, which was composed of ten chairpersons from special education programs in Missouri's institutions of higher education. This Advisory Board selected those competencies that should be covered by each of the short courses. The rationale for using department chairpersons is that they are in the best position to know state and department needs.

At the end of this process, the competencies for each of the courses were generated and identified, and the Project was ready to move into its next component--course preparation.

Course preparation. The primary responsibility for the development of the course rested with the instructor. However, the instructor had the benefit of the competency development process as well as specific support from the Project staff in terms of guidelines. The Project submitted to all instructors a set of guidelines which included the following:

1. Purpose and description of Project RETOOL-Missouri
2. Purpose of the short course
3. Competencies for the course
4. Population that will take the course
5. Date, time, and length of course
6. Procedure for scheduling A-V equipment
7. Deadline for submitting materials

Course delivery. This component, as can be seen from Figure I, was divided into two activity areas. The first of these was the delivery of short courses involving update training. The purpose of these courses was to provide special education teacher educators with an opportunity to update knowledge in their area of expertise.

The second activity area involved training in topical areas. These courses were designed to provide selected special education teacher educators with intensive training in topical areas of special education. The need for topical training comes from the fact that within the last five to ten years, new issues, new concepts, and new areas have developed in the field of special education. In many cases, special education teacher educators completed their formal training before these issues, concepts, and new areas were part of existing preparation programs.

The intent with this aspect of the model was to provide a vehicle for allowing special education teacher educators to achieve a level of competence in these areas.

Dissemination. The fourth component to the Project was dissemination. The purpose of this component was to broaden the effects of Project RETOOL by increasing the number of people who could benefit from the courses. The plan involved the videotaping of the critical elements of each of the short courses and presenting them to special education teacher educators.

Evaluation. The final component to the Project was the Evaluation. In designing and implementing the evaluation, the Discrepancy Evaluation Model was used. The Project staff worked with and attended the workshops of the University of Virginia Evaluation Research Center. Details of the evaluation follow later.

Implementation and Revision of Model

This section will present a detailed discussion of the implementation procedures used in the Project. Also, where appropriate, the discussion will focus on those instances where revisions were necessary.

Operation of the Functional Model

Essentially, the model operated as discussed below. The competencies were identified, the courses were developed and delivered, and the Project was evaluated. The major revision in the model was the dissemination. A variety of factors, the prime one being the lack of time, led to a decision to delay the implementation of the dissemination activities to a later time. Present plans now include the development of dissemination packages and begin providing the services specified.

Planning and Management Strategies

Recruitment of Project participants. Project RETOOL-Missouri was open to all special education teacher educators in the State of Missouri. For purposes of communication, the term "special education teacher educator" refers to teacher educators involved in college and university preparation programs in special education and in speech pathology and audiology. To be eligible for one or more of the programs, a person had to devote 50 percent or more of his or her job responsibilities to the preparation of special education teachers and/or speech pathologists and audiologists.

The selection procedure employed had a slight bias toward two populations. First, there was a slight bias towards those who had been away from their own formal education the longest. Second, there was a slight bias toward those who were teaching in the field of special education without formal training in that field. It appeared that these teacher educators were the most appropriate for prime consideration.

Every attempt was made to insure that each special education teacher educator would have a chance to attend at least one of the programs.

In order to stimulate participation in the courses, 10 participants per course were awarded a stipend of $100 per course. The stipend was intended to cover hotel, food, travel, and other expenses for the three-day courses. Space was made available for five other people to attend each course. However, their costs were not covered by the Project.

Project staff. The Project staff was divided into three sections: (a) administrative, (b) instructional, and (c) the Advisory Board. This section will discuss the role and function of the various positions.

The administrative staff included the project director, a graduate assistant, and a secretary. The project director was a regular member of the Department of Special Education who devoted 25 percent of his time to the project. The project director had extensive teaching experience at both the public school and university levels. He had prime responsibility for the conduct of the project and the overall coordination of the various activities.

Assisting the project director was a master's degree graduate student in special education. This person also devoted 25 percent time to the project. Primary responsibilities focused on preparing appropriate mailings, assuming responsibility for routine functions, and being available for assistance during the various programs.

Secretarial assistance for the Project was provided by the project director's regular departmental secretary.

The instructional staff for the Project included those people who provided the direct instruction for the short courses. In each instance, these people were nationally known figures in special education who were recognized as experts in the course topics.

The selection procedure involved the gathering of a list of potential instructors for each course by contacting various sources (BEH, CEC, and other professionals).

Once the list of candidates for each course was completed, they were ranked by the Project staff. The first person on each list was contacted about the possibility of providing the instruction. This person was presented the list of competencies for the course and asked to decide if he/she felt they would be able to teach to those competencies. If the person did not feel they could provide the instruction, the next person on the list was contacted.

The final group of Project staff to be discussed is the Advisory Board. The Advisory Board consisted of ten chairpersons from departments of special education in Missouri's institutions of higher education. The Board's primary responsibility was in the area of selecting the final set of competencies from the pool presented by each of the competency generators.

Selection of consultants. This section will describe the procedures and the criteria used for selecting the expert competency generators for the short courses. In total for academic year 1977-1978, five short courses were offered. There were 10 competency generators for each course (5 teacher educators and 5 practitioners), thus there were a total of 50 competency generators. Following is a list of selection criteria used for the teacher educators:

1. Each had a PhD or EdD in special education.

2. Each had a minimum of three years of college teaching experience in the area covered by the course for which they generated competencies.

3. Each was, at the time, teaching in the area covered by the course for which they generated competencies.

4. Each was recommended by at least one outside source.

The selection procedure for these teacher educators was as follows:

1. The Project Director contacted the following sources:
    a. Bureau for the Education of the Handicapped
    b. Council for Exceptional Children
    c. Other professionals (teacher educators)

    The Project Director described Project RETOOL-Missouri and asked for recommended names to serve as competency generators.

2. The Project Director ranked the names offered in terms of frequency of times mentioned.

3. The Project Director then contacted the people on the list and requested that they serve as competency generators.

For each course, there were five practitioners identified as competency generators. Following are the selection criteria used for these practitioners:

1. Each of these consultants had a minimum of a master's degree in either special education or in speech pathology and audiology.

2. Each of these consultants had a minimum of three years of teaching experience and/or other experience in the area covered by the short course for which they generated competencies.

3. Each was presently involved in the area covered by the short course for which they were generating competencies.

4. Each was recommended by their immediate work supervisor.

Following are the procedures used for the selection of these competency generators:

1. The Project Director contacted various state departments of education and asked them to identify exemplary programs in their state that corresponded to the topics of the short courses.

2. The Project Director contacted directors of special education and had them identify superior practitioners who met the criteria described above.

3. These practitioners were then contacted and asked to serve as competency generators.

Schedule and placement of workshops. The Project was designed so that all of the competency generation and course development would take place during the first semester of the academic year. As a result, the programs were carried out during the second semester (January - May).

All programs were held at the University of Missouri-Columbia. This site was chosen for several reasons. First, the Project was administered from the University; thus, it was more convenient to locate the programs there. Second, and perhaps most important, is the fact that the University is located in the direct center of the State on a major interstate highway. Thus, it was equally convenient for all participants. Respondents to the needs assessment indicated that the University would be the most appropriate location.

Delivery of Content and Training

In this section, the training modes used and the topics will be discussed.

Training modes. The major training mode used was the three-day short course. As indicated earlier, these short courses were divided into two types. The first type, update training, focused on bringing participants up-to-date in their areas of expertise. The second type, topical training, focused on providing participants new information and knowledge in special education. In each of the two implementation years, five short courses were offered.

During the first implementation year, two additional training modes were offered. However, these modes were not offered in the second year. The first of these was an independent study course that was to extend over the whole academic year. The plan involved the development of self-study modules which would be utilized by participants at their own sites. Also, the participants came to Columbia twice during the year to receive instruction from the course instructor.

The independent study course as a vehicle for the delivery of continuing education was dropped during the second implementation year. Several reasons led to this decision. First, the amount of time required on the part of participants was greater than anticipated. All of the people participating in the course were full-time special education teacher educators. The participants did not finish the course in one year and, in fact, some are still working on it as of this writing.

A second reason for dropping this vehicle is the amount of time required to develop such a course. The course takes about 6 months to develop, thus leaving little time for actually conducting the course.

A third reason for dropping this mode relates to cost. The independent study course cost approximately twice as much as the three-day short course. With limited budget, it was becoming a financial burden to the project.

The second mode offered in the first but not the second year was a clearinghouse activity. Its purpose was to assist participants in arranging postdoctoral study opportunities, classroom teaching placements, and faculty exchange opportunities. This plan was not implemented in the second year because of insufficient interest in the first implementation year.

Topics and content. The topics of the two types of short courses are seen in Table 1. As can be seen, a total of nine short courses were held: four the first year and five the second year. Following are the competencies covered by these short courses:

Short Course--Mental Retardation

1. Knowledge of significant literature from the field of

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Table 1

Topics for Short Courses

	Update	Topical
Year I	Mental Retardation Speech Pathology/Audiology	Multidisabilities Litigation/Child Advocacy
Year II	Learning Disabilities Language Development Assessment	Mainstreaming Noncategorical

mental retardation and related fields and its implications for teacher education programs.

2. Knowledge of current trends and issues in retardation as they related to educational programs, i.e., mainstreaming, P. L. 94-142, normalization, etc.

3. Knowledge about innovative educational programs for mildly, moderately, and severely retarded persons.

4. Knowledge about the changing job role for teachers of the mentally retarded, i.e., self-contained, resource room, team teaching, etc.

5. Knowledge about issues, trends, and practices about "mainstreaming" special education personnel and content at the university-college level.

Short Course--Speech Pathology/Audiology

1. To become better informed about the current status of the theory, diagnoses, and treatment of stuttering behavior. Also, to obtain knowledge about current research in the field of stuttering.

2. To become better informed about the current status of the theory, assessment, and therapy approaches for language disabilities in children and adults, with particular focus on language assessment and language intervention programs.

3. To become more knowledgeable about advances in audiology as they relate to testing procedures and research.

4. To become better informed about the problem of service delivery systems for the hearing handicapped in the U.S. Also, to learn about recommended systems for service delivery which ameliorate the current situation.

5. To become better informed about the need for establishing programs of primary and secondary prevention of communicative disorders.

6. To be motivated to institute community programs of primary and secondary prevention of communicative disorders. In other words, to be moved to establish a program of prevention of communicative disorders in his/her community after the Workshop.

7. To identify new areas of needed research based on current developments in speech pathology and audiology.

Short Course--Multidisabilities

1. Participants will receive information regarding sequences of development in the areas of gross and fine motor, perception and conception, socialization and emotions, language, and self-care.

2. Participants will obtain knowledge of the effects of multiple disabilities upon the above areas of growth and development and their educational and psychological implications.

3. Participants will obtain knowledge of readiness and instructional strategies to teach multihandicapped individuals operating at a preacademic level.

Short Course--Litigation/Child Advocacy

1. An understanding of the recent history of litigation and legislation relating to handicapped and the reasons for the need for such a development.

2. Able to differentiate between the various forms of advocacy: legal, systems, volunteer, citizen, child, case, class, organizational, consumer, and self-advocacy.

3. Able to demonstrate competence in applying the principles of advocacy in a variety of settings.

4. Able to translate portions of P.L. 94-142 into workable state regulations in such areas as child advocacy, impartial due process, etc.

5. A knowledge of the source of teaching materials in this

area and demonstrate ability to utilize some of them through role-playing sessions with other participants.

Short Course--Learning Disabilities

1. To become more knowledgeable concerning recent developments and current trends regarding the definition of learning disabilities.

2. To become more knowledgeable concerning early intervention strategies and programs for learning disabled students.

3. To become more knowledgeable concerning the most recent and successful assessment devices used with children who have learning disabilities.

4. To become more knowledgeable concerning screening instruments and techniques which are supported by research to be the most valid and reliable for screening school populations.

5. To become more knowledgeable concerning indirect and direct measurement strategies in the assessment of learning disabled student performances.

6. To become more knowledgeable concerning the most recent developmental assessment profiles for preschool children with learning disabilities.

7. To become more knowledgeable concerning screening and identification procedures and assessment techniques for the secondary-age learning disabled student.

8. To become more knowledgeable in interpreting and directing an interdisciplinary approach to diagnosis and treatment of learning disabilities.

9. To become more knowledgeable concerning the determination of which course content and practica experiences are the most effective for training teachers of learning disabled students.

10. To become more knowledgeable concerning the most recent research pertaining to visual and auditory perceptions as related to learning disabilities.

11. To become more knowledgeable concerning the most recent research regarding the effect that nonlanguage intervention techniques have on academic performance.

12. To become more knowledgeable concerning the most recent research related to the characteristics of language difficulties of the learning disabled child.

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13. To become more knowledgeable concerning the events taking place within the ACLD Adolescent Affairs Committee on the relationship between learning disabilities and juvenile delinquency.

14. To become more knowledgeable concerning current events taking place between ACLD-DCLD and International Reading Association, ASHA, White House Conference on Handicapped Individuals, Public Law 94-142, etc.

Short Course--Language Development

1. To become more knowledgeable concerning the most recent theories of language acquisition, development, and production.

2. To become more knowledgeable concerning the most recent theories of hemisphere dominance in children and the relationship of dominance to language acquisition.

3. To become more knowledgeable concerning the remediation techniques for morphology.

4. To become more knowledgeable concerning the remediation techniques for syntax.

5. To become more knowledgeable concerning the remediation concerning the remediation techniques for phonology.

6. To become more knowledgeable concerning recent research in the acquisition of morphology.

7. To become more knowledgeable concerning recent research in the acquisition of syntax.

8. To become more knowledgeable concerning recent research in the acquisition of phonology.

9. To become more knowledgeable concerning recent research in the area of semantic and cognitive development.

10. To become more knowledgeable concerning the most recent text books which could be utilized in a course in normal language development.

11. To become more knowledgeable concerning the theory and rationale behind the concept of language sampling.

12. To become more knowledgeable concerning obtaining and analyzing a language sample.

13. To become more knowledgeable concerning current and effective programmed materials available for therapeutic

intervention for children with delayed language skills.

14. To become more knowledgeable concerning current materials available for programming language activities for the regular classroom.

15. To become more knowledgeable concerning postlanguage assessment techniques for measuring language achievement.

16. To become more knowledgeable concerning the most recent and successful devices for assessing language development.

17. To become more knowledgeable concerning current assessment measures available for evaluating language skills of preschool children from infancy through early childhood.

18. To become more knowledgeable concerning new language programs and their use.

19. To become more knowledgeable concerning language stabilization techniques that can be shared with the classroom teacher.

20. To become more knowledgeable concerning how to relate language to all areas of academic instruction.

21. To become more knowledgeable concerning recent utilization of vestibular stimulation as it relates to the language disabled child.

22. To become more knowledgeable concerning recent advances in the technology of nonoral communication aids and their utilization in language training programs.

23. To become more knowledgeable concerning the difference between errors and nonstandard rule-generated language behavior.

24. To become more knowledgeable concerning recent developments in preschool language therapy programs that can be used in the home.

25. To become more knowledgeable concerning recent research related to receptive versus expressive functions.

Short Course--Assessment in Special Education

1. To become more knowledgeable concerning the specific tools--their uses and procedures in administering--at the screening level in areas of intelligence, achievement, physical aptitude, language, social/emotional, and vocations.

2. To become more knowledgeable concerning the most current

and effective standardized instruments for assessment of speech, language, auditory, perceptual, and cognitive skills.

3. To become more knowledgeable concerning the use of information gathered from sources other than standardized tests in the development of a diagnostic-prescriptive report and/or IEP.

4. To become more knowledgeable concerning instruments and procedures for assessment of preschool level skills.

5. To become more knowledgeable concerning procedures and adaptations of techniques and instruments which are appropriate for the severely handicapped.

6. To become more knowledgeable concerning the implications and modifications which should be considered when assessing children from culturally or environmentally different populations.

7. To become more knowledgeable concerning the new task analysis, competency-based, curriculum-related measures.

8. To become more knowledgeable concerning the interpretation of the results of medical and physical assessments in terms of the student's ability to engage in various instructional activities.

9. To become more knowledgeable concerning research relating preschool language problems to later emerging academic learning difficulties.

Short Course--Mainstreaming

1. To become more knowledgeable concerning the uses and abuses of the term "mainstreaming" and the importance of a functional or operational definition.

2. To become more knowledgeable concerning the origins, history, and trends involved in the mainstreaming movement in education.

3. To become more knowledgeable concerning the philosophical and ethical issues relative to the mainstreaming movement in education.

4. To become more knowledgeable concerning behavior modification techniques and resources to facilitate the mainstreaming process.

5. To become more knowledgeable concerning the problems confronting the regular classroom teacher who has special education students mainstreamed into the regular classroom.

6. To become more knowledgeable concerning the specific competencies and skills needed by regular teachers to effectively mainstream handicapped students.

7. To become more knowledgeable concerning current materials, texts, media, and other resources regarding the mainstreaming process in education.

8. To become more knowledgeable concerning the legal and administrative concerns regarding the mainstreaming process in education.

9. To become more knowledgeable concerning current research findings related to mainstreaming efforts in education.

10. To become more knowledgeable concerning the cascade of service delivery models as they relate to the mainstreaming process in education.

11. To become more knowledgeable concerning educational training programs in the process of mainstreaming which have been developed and field tested.

12. To become more knowledgeable concerning student characteristics (behavioral and academic) which are predictive of success in various types and levels of involvement in the mainstreaming process in education.

13. To become more knowledgeable concerning "system" sources of problems which cause students to be excluded from participation in the mainstreaming process in education.

14. To become more knowledgeable concerning formal and informal assessment procedures and the interpretation of assessment information in relation to instructional planning for handicapped students involved in the mainstreaming process.

15. To become more knowledgeable concerning major supplementary instructional materials designed to facilitate the instruction and learning of handicapped students involved in the mainstreaming process.

16. To become more knowledgeable concerning the major responsibilities and usefulness to the regular classroom teacher of various ancillary personnel and community agencies who may be able to serve handicapped students involved in the mainstreaming process.

17. To become more knowledgeable concerning the critical in-service training needs of regular educators relative to mainstreaming concepts and be able to design in-service training modules targeted at specific needs.

18. To become more knowledgeable concerning recommended procedures for implementing a mainstreaming program.

19. To become more knowledgeable concerning procedures which may be utilized in evaluating mainstreaming efforts.

20. To become more knowledgeable concerning the objectives and purported advantages and disadvantages of mainstreaming in education.

21. To become more knowledgeable concerning the possible financial cost benefit of mainstreaming in education.

22. To become more knowledgeable concerning the positions taken by BEH, CEC, NEA, and teacher unions relative to mainstreaming in education.

23. To become more knowledgeable concerning attitudinal and knowledge components needed by regular teachers to insure the success of mainstreaming in education.

24. To become knowledgeable concerning accountability problems related to the mainstreaming process in education.

Short Course--Noncategorical Special Education

1. To become more knowledgeable concerning recent research and literature related tc noncategorical special education.

2. To become more knowledgeable concerning recent trends and issues in the development of noncategorical special education programs.

3. To become more knowledgeable concerning specific teacher training programs that are noncategorically oriented.

4. To become more knowledgeable concerning the available resources necessary for the development of a training program which prepared noncategorical special education teachers.

5. To become more knowledgeable concerning those specific competencies which a noncategorical special educator should be able to demonstrate.

6. To become more knowledgeable concerning the development of an ongoing evaluation and monitoring program to assess student progress in a noncategorical special education program.

7. To become more knowledgeable concerning the skills necessary to relate educational assessment to instructional programming.

8. To become more knowledgeable concerning the necessary procedures for recording academic and social behavior patterns of handicapped students.

9. To become more knowledgeable concerning the determination of the student's most advantageous learning styles.

10. To become more knowledgeable concerning the specific category learning characteristics of all handicapped students.

11. To become more knowledgeable concerning the instructional programming needs of handicapped students on a functional level rather than on a categorical basis.

12. To become more knowledgeable concerning the development of a management system that is viable for all exceptionalities.

13. To become more knowledgeable concerning the interaction of the special teacher with paraprofessionals and noneducation ancillary school personnel.

Finally, in the first implementation year, there was one independent study course offered in early childhood special education. Following are a list of the competencies for that course:

> Upon completion of the self-study units and the group study activities, each participant will be more familiar with the following general information associated with the provision of educational services for young handicapped children:

1. Rationale for early childhood education--handicapped

2. Parameters of early childhood education--handicapped

3. Delivery systems alternatives

4. Curriculum alternatives

5. Teacher role and responsibility

6. Early and periodic screening

7. Teacher role in assessment, instruction, and evaluation

8. State and federal legislation and resources

9. Parent training and family involvement

10. Competency-based training and certification

Evaluation

This component will direct itself to the evaluation design, procedure, and results of the second year of the Project's implementation. For evaluation, the Discrepancy Evaluation Model (DEM) was used. Several steps were taken towards the development of an evaluation design. First, the Poject Director attended the workshop on the DEM offered by the University of Virginia Evaluation Research Center. The Program Design was completed and submitted to the Evaluation Research Center for review. A response was received, and the Project Director made the final adjustments for the evaluation component. The major evaluation concerns of the evaluation design are: (a) the competency development, (b) the courses, and (3) dissemination.

Competency Development and Results

A total of 11 questions were developed to evaluate the competency development phase of the Project. These questions were presented through several sources and answered by the parties directly involved. Following are the questions that were developed, the sources used to gather the responses, and the results:

Question	Source	Response	
		Positive	Negative
1. Did the participants in the courses view the competencies as appropriate?	Participant evaluation materials	100%	
2. Did the members of the advisory board feel that the competencies they received were appropriate?	Advisory board member's handbook	80%	20%
3. Did the instructors feel that the competencies developed were appropriate?	Instructor's handbook	100%	
4. Did the competency generators feel that the guidelines developed for them were appropriate?	Competency	100%	

Question	Source	Response	
		Positive	Negative
5. Were two competency generator handbooks developed for each of the short courses?	Competency generator handbooks	100%	
6. Were the competency generator handbooks sufficiently helpful to the competency generators?	Competency generator's handbook	100%	
7. Did the competency generators feel that they had sufficient time to generate competencies?	Competency generator's handbook	100%	
8. Did each of the competency generators submit a list of 10 competencies?	Project Director	100%	
9. Was an advisory board member's handbook developed?	Advisory board member's handbook	100%	
10. Was the advisory board member's handbook sufficiently helpful in selecting the final set of competencies?	Advisory board member's handbook	100%	
11. Did the members of the advisory board feel that they had sufficient time to select the final competencies?	Advisory board member's handbook	100%	

The results of these questions indicate that sufficient guidelines, in the form of handbooks, were developed for competency generators and the advisory board to facilitate the development and selection of competencies for use by the short course instructors. The response by the competency generators was totaled with 50 competency generators all contributing 10 competencies each. Both competency generators and the advisory board had sufficient time to develop and evaluate the competencies. Two members of the advisory board indicated that many of the competencies, evaluated by them, were inappropriate for inclusion in the short course. This was, of course, a logical response in light of each advisory board member evaluating all 500 competencies where many competencies were redundant and, in fact, of a very rudimentary knowledge base level. It was the objective and careful evaluation of the competencies by the advisory board that no doubt resulted in both instructors and participants rating the competencies, in their final form, as being appropriate.

Course Evaluation and Results

Four different means were used to evaluate the courses per se. Three specific instruments were used in evauation, and six general questions were developed and presented through several other sources. The three instruments--course quality, affective change, and knowledge gain--as well as the six questions are identified and discussed in the following pages. The reader should note that samples of the instruments referred to in this section on evaluation are provided in the appendix.

Instrument used to evaluate quality of programs. The instrument used to evaluate the quality of the programs was used for all short courses. It contained seven items, each of which described some aspect of the program. The participant rated the course on each of the seven items on a 5-point scale. A score of 1 on each scale represented the most negative evaluation, and a score of 5 represented the positive evaluation. These evaluations were completed at the end of each short course by the participants. Such areas as enthusiasm clarity of explanations, usefulness of resource material, organization, discussion, objectives, and general rating were covered by the course quality evaluation instrument.

The evaluations of the courses, by participants, was quite positive. For the short course on language development, the ratings ranged from a low of 3.64 for clarity of objectives to a high of 4.28 for enthusiastic presentation. The general rating of the short course on language development was 4.03. Ratings for the short course on learning disabilities were extremely high for course quality. The lowest ratings were 4.7 for both usefulness of resource material and clarity of objectives. The highest rating was 4.9 for clearness of explanations with a general rating of the course of 4.8. The short course on learning disabilities was clearly the most highly rated short course in terms of course quality. The short course on mainstreaming had its lowest rating of 2.64 in organization with the highest rating of 4.71 for usefulness of resource material. The general rating of the short course on mainstreaming was 3.64. Assessment in special education had a low rating of 3.77 in the general rating of the course with a high of 4.55 for both enthusiastic presentation and clearness of explanations. The short course on noncategorical special education received the single highest rating of 5.0 for organization with a low of 4.0 for course discussion and objectives of the course. The general rating of the course was 4.66. In addition to these positive ratings, the Project Director received exemplary comments from participants in terms of course content and usefulness of information for their needs.

Instrument used to evaluate affective changes. The purpose of this phase of the evaluation was to determine whether or not participants perceived attitude changes in themselves as a function of attending the courses. The instrument used to measure the affective changes was the semantic differential. Several concepts for each course were measured on the semantic differential. The concepts were drawn from the competencies for each of the courses. Each participant completed the semantic differential prior to the start of the course and again immediately at the completion of the course. The difference in score between each of the measures was used as a measure of attitude change. Such concepts as "current status of theories" related to language acquisition, development, production, and disorders" as an example were presented to the participants. For each concept, the participants rated their feelings from good to bad, strong to weak, etc.

For the short course on language development, the participants' ratings indicated, on seven concepts, a pretest mean of 42.32 with a posttest mean of 52.1. The short course on learning disabilities included seven concepts as well to measure affective change with a mean pretest rating of 46.7 and a mean posttest rating of 57.74. Ten concepts were rated for the short course on mainstreaming with a mean pretest rating of 39.47 and a mean posttest rating of 57.57. The short course on assessment in special education involved the evaluation of eight attitudinal concepts. The mean pretest rating for assessment in special education was 51.25 with a mean posttest rating of 60.9. The short course on noncategorical special education involved five concepts with a mean pretest rating of 24.83 and mean posttest rating of 32.34. While all short courses produced positive attitudinal changes, it can be seen that the greatest attitudinal change occurred for the short course on mainstreaming with a change of 18.1 points.

Instrument used to evaluate knowledge gain. In this phase of evaluation, the participants were given a list of all competencies for the short course and asked to perform a pretest and posttest rating of their knowledge of the stated competencies. Each short course included a different number of competencies from nine for the assessment short course to 25 for the language development short course. Each competency was rated separately with a score of 1 representing the lowest rating and a score of 5 indicating the highest rating. All short courses produced knowledge gain on all competencies, which should most probably be attributed to the instructors' careful attention to the competencies, submitted to them, for the development of their short course presentations.

The mean knowledge gain of all competencies for the short course on language development went from a pretest overall mean of 2.53 to a posttest mean rating of 3.82. Knowledge gain for the short course on learning disabilities went from a pretest mean score of the 14 competencies of 2.8 to a posttest mean score of 4.46. The short course on mainstreaming had knowledgeable gain from a pretest mean of 2.6 to a posttest mean of 3.3 on the 24 competencies for the short course. For the short course on assessment, the nine competencies produced a mean pretest score of 2.83 and a mean posttest score of 3.61. The mean pretest knowledge gain score for the 13 noncategorical special education competencies was 3.02 with a mean posttest score of 4.46. While all short courses did produce knowledge gain, the somewhat surprisingly high pretest ratings of knowledge for the short course competencies would seem to indicate that the participants had some firm degree of perceived knowledge before participating in the short course which made knowledge gain for the population that much more difficult.

The six questions additionally developed to evaluate the courses were as follows with the sources used to gather the results:

Question	Source	Response	
		Positive	Negative
1. Was a short course instructor's handbook developed?	Instructor's handbook	100%	
2. Did the short course instructors find the guidelines prepared to assist them in developing the course useful?	Instructor's handbook	100%	
3. Did the short course instructors feel that they had sufficient time to develop the short courses?	Instructor's handbook	100%	
4. Did the participants in the course feel that the course was presented in an acceptable manner?	Participant evaluation materials	100%	
5. Did the participants in the courses feel that they increased their knowledge base as a function of attending the courses?	Participant evaluation materials	100%	

Question	Source	Response	
		Positive	Negative
6. Did the participants reflect attitudinal change as a function of attending the courses?	Participant evaluation materials	100%	

The responses to the preceding evaluations and questions would tend to indicate that both instructors and participants were satisfield with the preparation and outcome of the short courses. Both parties indicated to the Project Director that the small participants-to-instructor ratio was a highly appreciated aspect of such an indepth instructional delivery format.

Dissemination Evaluation and Results

Two instruments and three questions were developed to evaluate the development and use of dissemination materials. The three questions will be identified first, followed by a description of the instruments. The three questions designed to evaluate the dissemination process, sources of information, and the results were:

Question	Source	Response	
		Positive	Negative
1. Was dissemination material developed for each of the short courses?	Dissemination packages	100%	
2. Was a aystem of dissemination material delivery and retrieval established by the project administration?	Dissemination material follow-up evaluation forms	100%	
3. What was the extent of use of the dissemination materials?	Dissemination material follow-up evaluation forms	a. Three video tape packages and materials borrowed to date b. Fifty-two participants (78%) reported using printed material in some capacity with their students. c. Fifty-nine participants (89%) reported using resources	

Question	Source	Response	
		Positive	Negative
		identified in the short courses or professional development. d.. Twenty participants (29%) reported sharing information gathered in short courses with faculty members at their respective colleges or universities.	

Instrument used to evaluate dissemination. The two instruments used to evaluate the use of dissemination materials were both developed in the form of a questionnaire and were sent to participants and persons using dissemination packages on their campuses. The first questionnaire was sent only to participants and covered such areas as use of video tapes, use of materials with students, as professional growth, and use with fellow faculty members. The second questionnaire was sent to persons borrowing dissemination materials and asked for documentation of the institution where materials were used, an identification of individuals having access to materials, areas of education represented by these individuals, and the particular use of the material in terms of initial knowledge, update training, lecture, discussion, etc. The results of responses to these instruments is indicated under question number 3 above.

Evaluation of use of dissemination material will continue as long as dissemination materials are requested. Dissemination materials may be borrowed from the Department of Special Education, University of Missouri-Columbia or may be presented by a member of the project staff at an institution of higher education in Missouri.

Summary and Recommendations

This final section will discuss the strengths and weaknesses of the Project as well as the projected plans to carry on the activities in Missouri.

Strengths

Several important strengths of ths Project can be identified and discussed.

Competency development process. This activity of the Project clearly had a major impact on the quality of the programs. In the first implementation year, the instructors were primarily responsible for the development of the competencies. While they did an admirable job in this task, they could not respond to the unique needs of Missouri. The competency development process used in the second implementation year, while placing an extra burden on the Project staff, clearly focused in on the concerns of the State of Missouri. The evaluation clearly indicated that this was a successful approach.

Instructor-student ratio. One of the aspects of the program identified by the participants as a definite strength was the limited size of the short courses. This allowed for a free flow of discussion between participants and instructors and tended to increase the benefits of the courses.

Access to instructors. Somewhat related to the point made above is the fact that for three days the participants had sufficient time to interact with the instructors. Instructors spent their breaks talking to participants as well as spending lunch hours with the participants. Furthermore, there was at least one social evening per course with staff, instructors, and participants attending. Participants clearly indicated that these informal interactions were quite beneficial.

Instructors. Clearly, one of the major strengths of the Project was the instructors. It was obvious that they had spent a lot of time and effort working to prepare the courses and then to teach them. Furthermore, as indicated earlier, they spent a considerable amount of "off-duty" time interacting with participants. All of this is even more remarkable considering the relatively small amount the instructors were paid.

Interaction among participants. One of the unintended, but clearly positive, effects of the project was that it provided a vehicle for special education teacher educators to interact. This was the first time many of them had met, and they spent much time interacting and talking about this programs. Participants clearly saw this as a plus and expressed a desire to continue these opportunities for interaction.

Stipends. The stipends offered the participants to attend the courses clearly had a significant effect. If the stipends were not available, many would not have been able to attend.

Weaknesses. Following are some of the weaknesses seen in the Project.

Instructional follow-up. As with many short courses or workshops, once the course is delivered, there are no follow-up activities planned. The programs did much to get the participants enthusiastic but provided little support once the participants left.

Dissemination. As discussed earlier, the dissemination phase of the Project never really got started. Time factors were the major problem here.

Projected plans. There is some hope that at least some of the activities of Project RETOOL-Missouri will continue. This tended to be the consensus hope of participants. One area that may well develop is in the area of dissemination. The tapes produced by the Project need to be edited and developed into packages. It is anticipated that this will be accomplished.

There was talk among participants of developing a statewide consortium of institutions of higher education for the purpose of continuing the activities of Project RETOOL. Given adequate funding and released time, the statewide consortium might very well hold the key to the continuation of Project RETOOL-Missouri.

Summation

The effectiveness of the model can be readily seen in the evaluation ratings received by the various components. Cost efficiency for the model was equally outstanding when one considers the material presented in the short courses and its adjudged quality. The Project RETOOL-Missouri model is one that lends itself to feasible replication and its staff has the expertise to assist any state or institution of higher education in effecting a replication of the model.

APPENDIX

SAMPLE EVALUATION INSTRUMENTS

Last 4 digits of your Social Security No. ________

Evaluation III

Instructions: Under each item there are five descriptive points labeled "1" through "5". You are to select one descriptive point per item that you feel is most characteristic of the course on that particular trait. Read the title and the descriptions beside each item before you decide on your response.

1. Enthusiastic presentation

1	2	3	4	5
Not Enthusiastic		Moderately Enthusiastic		Highly Enthusiastic

2. Clearness of explanations

1	2	3	4	5
Not Clear		Usually Clear		Clear

3. Usefulness of resource material

1	2	3	4	5
Not Useful		Moderately Useful		Very Useful

4. Organization of the course

1	2	3	4	5
Unorganized		Moderately Organized		Well Organized

5. Course discussion

1	2	3	4	5

6. Objectives of course clearly stated

1	2	3	4	5
Not Stated		Moderately Stated		Clearly Stated

7. A general rating of the course

1	2	3	4	5
Poor		Good		Excellent

Last 3 digits of your Social Security No. ______

Project RETOOL Short Course on Multi-Disabilities

Evaluation - I

Directions 1: Before Start of Course

Please read each of the stated competencies on the following page. Beside each of the competencies there is a rating scale from "1" to "5" in the column headed "Current". Using this rating scale rate yourself on the extent to which you presently have the competency. The rankings are as follows:

1 = Possessing no knowledge or skill
3 = Have a "discussion" knowledge
5 = Know and/or can apply information or skill

Directions 2: At End of Course

Please read each of the stated competencies on the following page. Beside each of the competencies there is a rating scale from "1" to "5" in the column headed "Achieved". Using this rating scale rate your knowledge or skill level now that you have completed the short course. Use the same ratings as above.

Competency	Current	Achieved
Aware of sequences of development in the areas of gross and fine motor, perception and conception, socialization and emotions, language, and self care.	1 3 5	1 3 5
Have knowledge of the effects of multiple disabilities upon the above areas of growth and development and their educational and psychological implications.	1 3 5	1 3 5
Have knowledge of readiness and instructional strategies to teach multi-handicapped individuals operating at a pre-academic level.	1 3 5	1 3 5

Last 4 digits of your Social Security No. ________

Project RETOOL Short Course on Multi-Disabilities

Evaluation II A

This evaluation asks you to rate how you feel about each of the concepts appearing at the top of the next four pages. Read the concept at the top of the page and check that point between each of the bipolar adjectives that best reflects your opinion of the concept. Do this for each of the concepts that appear at the top of each of the next fourt pages.

Last 3 digits of your Social Security No. ______

Please Rate the Following Concept:

Education of Children with Multi-Disabilities

on the following scale

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
good						bad
fast						slow
bright						dull
strong						weak
attractive						ugly
active						passive
rich						poor
clean						dirty

Last 3 digits of your Social Security No. __________

Please Rate the following Concept:

Social Development of Children with Multi-Disabilities

on the following scale

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
good						bad
fast						slow
bright						dull
strong						weak
attractive						ugly
active						passive
rich						poor
clean						dirty

Last 3 digits of your Social Security No. _____

Please Rate the Following Concept:

Conceptual Abilities of Children with Multi-Disabilities

on the following scale

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
good						bad
fast						slow
bright						dull
strong						weak
attractive						ugly
active						passive
rich						poor
clean						dirty

Last 3 digits of your Social Security No. __________

Please Rate the following Concept:

Language Abilities of Children with Multi-Disabilities

on the following scale

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
good						bad
fast						slow
bright						dull
strong						weak
attractive						ugly
active						passiv
rich						poor
clean						

Last 4 digits of your Social Security No. ________

Project RETOOL Short Course on Multi-Disabilities

Evaluation II B

This is a reevaluation of your opinions about each of the concepts appearing at the top of the next four pages. Read the concept at the top of the page and check that point between each of the bipolar adjectives that best reflects your opinion of the concept. Do this for each of the concepts that appear at the top of each of the next four pages.

Last 3 digits of your Social Security No. ________

Please Rate the Following Concept:

Education of Children with Multi-Disabilities

on the following scale

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
good						bad
fast						slow
bright						dull
strong						weak
attractive						ugly
active						passive
rich						poor
clean						dirty

Last 3 digits of your Social Security No. ________

Please Rate the following Concept:

Social Development of Children with Multi-Disabilities

on the following scale

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
good						bad
fast						slow
bright						dull
strong						weak
attract						ugly
active						passive
rich						poor
clean						dirty

Last 3 digits of your Social Security No. _________

Please Rate the Following Concept:

Conceptual Abilities of Children with Multi-Disabilities

on the following scale

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
good						bad
fast						slow
bright						dull
strong						weak
attractive						ugly
active						passive
rich						poor
clean						dirty

Last 3 digits of your Social Security No. ____________

Please Rate the following Concept:

Language Abilities of Children with Multi-Disabilities

on the following scale

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
good						bad
fast						slow
bright						dull
strong						weak
attractive						ugly
active						passive
rich						poor
clean						dirty

Last 3 digits of your Social Security No. ____________

Project RETOOL Short Course on Multi-Disabilities

Follow-up Evaluation - I

Directions:

Please read each of the stated competencies on the following page. These are the same competencies used in the Short Course on Multi-Disabilities. Beside each competency there is a rating scale from "1" to "5." Using this rating scale rate the extent to which you've used the information learned from each competency in your professional activities (course teaching, course development, in-service, preparing grants, etc.). The rankings to use are as follows:

1 = I have not used information at all.

3 = I have used the information somewhat.

5 = I have made extensive use of the information.

Thank you.

Return to: Dr. Robert Harth
Department of Special Education
University of Missouri-Columbia
515 South Sixth Street
Columbia, Missouri 65201

Competency	Extent of Use		
Aware of sequences of development in the areas of gross and fine motor, perception and conception, socialization and emotions, language, and self-care.	1	3	5
Have knowledge of the effects of multiple disabilities upon the above areas of growth and development and their educational and psychological implications.	1	3	5
Have knowledge of readiness and instructional strategies to teach multi-handicapped individuals operating at a pre-academic level.	1	3	5

Last 3 digits of your Social Security No. ____________

Project RETOOL Short Course on Multi-Disabilities

Follow-up Evaluation - II

Directions:

Please read each of the state competencies on the following page. These are the same competencies used in the Short Course on Multi-Disabilities. Beside each competency there is a rating scale from "1" to "5". Using this rating scale rate the extent to which you anticipate using the information learned from each competency in your future professional activities (course teaching, course development, in-service, preparing grants, etc.). The rankings are as follows:

1 = I do not anticipate using the information at all.

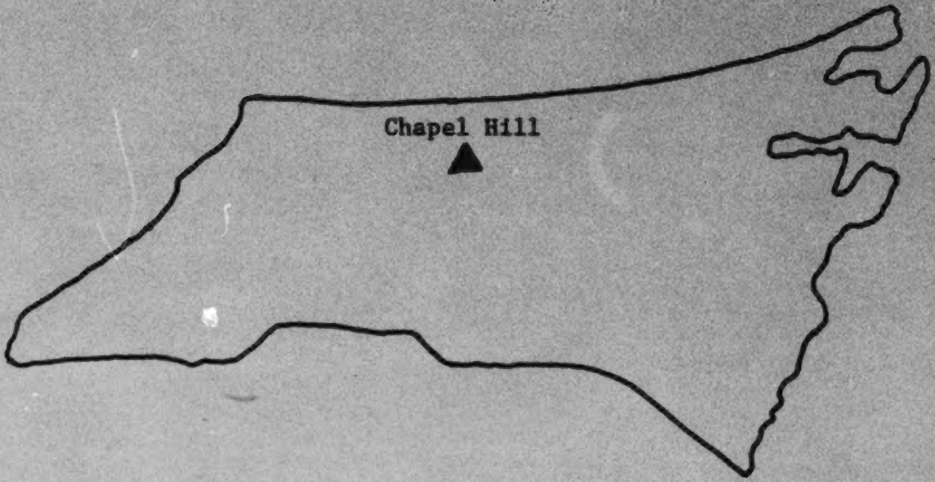
3 = I anticipate using the information somewhat.

5 = I anticipate making extensive use of the information.

Thank you.

Return to: Dr. Robert Harth
Department of Special Education
University of Missouri-Columbia
515 South Sixth Street
Columbia, Missouri 65201

Competency	Extent of Use		
Aware of sequences of development in the areas of gross and fine motor, perception and conception, socialization and emotions, language, and self-care.	1	3	5
Have knowledge of the effects of multiple disabilities upon the above areas of growth and development and their educational and psychological implications.	1	3	5
Have knowledge of readiness and instructional strategies to teach multi-handicapped individuals operating at a pre-academic level.	1	3	5


Chapel Hill

PROJECT RETOOL: North Carolina

W.M. (Skeet) Creekmore, Project Director

PROJECT RETOOL: NORTH CAROLINA

Introduction

One of the most serious problems faced in special education is the systematic upgrading of the quality of professional services to handicapped children. The development and implementation of an effective faculty development model is a significant intervention strategy for addressing this issue.

For three years (1976-78), a System for the Professional Advancement and Renewal of Knowledge (SPARK) was operational in North Carolina. The prime purpose of SPARK was to provide staff development activities for the special education faculties in the state's institutions of higher education. It had seemed reasonable to develop a cooperative alliance among special education training programs to identify and meet the needs of university training programs. This would insure a greater responsiveness by these training programs to North Carolina's personnel needs.

To place the efforts of SPARK in chronological perspective (overview), a description of the initial delivery model, and its subsequent modification is provided. The procedures utilized, staff development activities, participants, and pertinent evaluation data are likewise provided.

Historical Perspective

During the summer of 1973, chairpersons of special education programs from six universities in North Carolina began meeting regularly to discuss charting program goals and solutions to mutual problems. Universities involved were Appalachian State University, East Carolina University, North Carolina Central University, North Carolina State University, The University of North Carolina at Chapel Hill, and Western Carolina University. In August 1973, the group created a formal organization, The Cooperative Planning Consortium (CPC), and appointed Dr. Donald Stedman as its first chairperson.

In the Fall of 1974, the North Carolina Legislative Study Commission on Children with Special Needs (Gudger Commission) requested that Dr. William Friday, President of the University of North Carolina Higher Education System, conduct a study regarding North Carolina's current education and training activities as they relate to exceptional children. The main objective of the study was to make recommendations regarding the steps necessary to effectively expand and improve program development and service delivery. Dr. Friday charged the CPC with the responsibility of conducting the study.

In the months that followed, the CPC generated specific activities necessary to accomplish its purposes. The study assigned by the Gudger Commission required that the following three additional tasks be formulated by the CPC:

1. Conduct a comprehensive survey of existing special education training programs to provide an accurate and realistic description of training resources currently existing within North Carolina.
2. Develop a statement of manpower needs based on current national data and a state level child survey conducted by the State Department of Human Resources.
3. Develop a plan for training additional manpower to meet present and projected needs at the service delivery level.

The data necessary to fulfill the three delineated tasks by the CPC was collected via a 15-page survey (Appendix A) consisting of an open letter of introduction, a list of supporting documentation, a key for defining and coding the terms and symbols, and ten questions requiring extensive reporting of information. An interviewer protocol was used to collect the data.

The results of the survey revealed that the majority of the faculty were specialists in the area of mental retardation. A smaller number indicated specialties in the areas of learning disabilities and emotional disturbance. A limited number of specialities also existed in the area of visual impairments, physical handicaps, gifted and talented, and autism. Table 1 indicates specialties of special education faculty of the University of North Carolina System at the time of the initial resource assessment in 1975.

The scope of the programs in existence at the time of the initiation of the CPC is shown in Table 2. The only university in the University of North Carolina System offering a PhD in special education in 1975, and at the time of this writing, was the University of North Carolina at Chapel Hill.

The survey undertaken by the CPC indicated that faculty members performed a variety of tasks and were extremely overextended. Those performing direct services, performing administrative functions, and doing research were doing so in addition to a full teaching load. Additional personnel were critically needed to "fill up" time for faculty members already employed to perform these

TABLE 1 SPECIALTIES OF CURRENT SPECIAL EDUCATION FACULTY OF THE UNIVERSITY OF NORTH CAROLINA[a] SYSTEM 1975

	Category of Exceptionality[b]										
	HI	SP	VI	COHI	ED	MR	LD	GT	AUT	TH REC	N-C
ASU	-	-	-	2	8	15	6	1	6	-	22
ECU	-	-	-	-	-	6	4	1	-	-	4
UNC-CH	-	2	-	-	3	8	3	1	-	-	5
NCCU	-	-	-	-	2	4	-	-	-	-	-
NCSU	-	-	1	-	-	3	-	-	-	-	1
WCU	-	-	1	-	-	4	2	1	-	1	1
TOTAL	-	2	2	2	13	40	15	4	6	1	33

[a] A faculty member may have more than one area of specialization.

[b] HI, Hearing Impaired; SP, Speech Impaired; VI, Visually Impaired; COHI, Crippled and/or Hospitalized and/or Homebound; ED, Emotionally Disturbed; MR, Mentally Retarded; LD, Learning Disabled; GT, Gifted and Talented; AUT, Autistic; TH REC, Therapeutic Recreation; N-C, Non-Categorical.

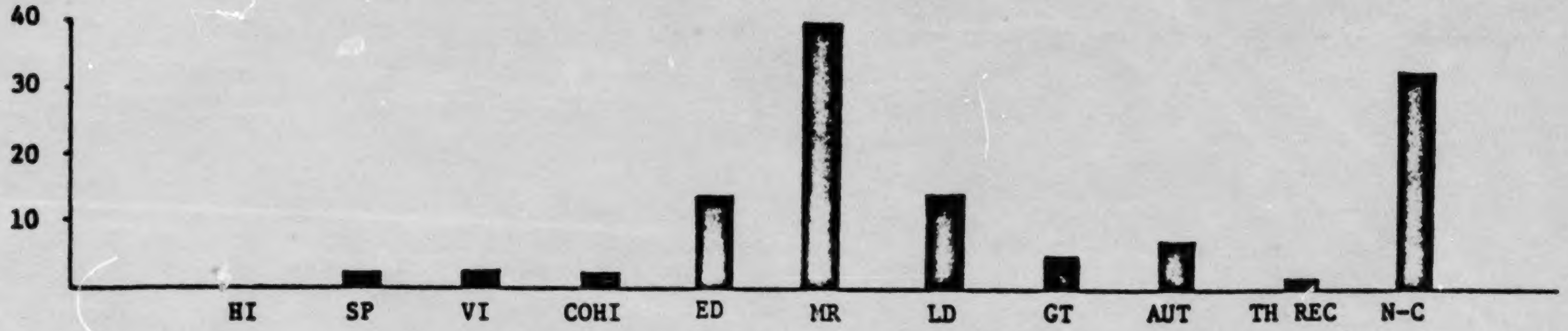


TABLE 2 PROGRAM SCOPE

1975

	Noncategorical	Mental Retardation	Emotional Disturbance	Hearing Impairment	Speech Impairment	Visual Impairment	Crippled/ Health	Learning Disabled	Gifted/ Talented	Multi-Handicapped
ASU	-	U/G[a]	U/G	U/G	U/G	-	-	U/G	-	-
ECU	-	U/G	-	U/G	U/G	-	-	G	-	-
UNC-CH	G	U/G	G	G	G	-	-	G	-	-
NCCU	-	G	G	G	G	-	-	-	-	-
NCSU	-	G	-	-	-	G	-	-	-	-
WCU	-	U/G	-	U/G	U/G	-	-	U	-	-
TOTAL	G	U/G	U/G	U/G	U/G	G	-	U/G	-	-

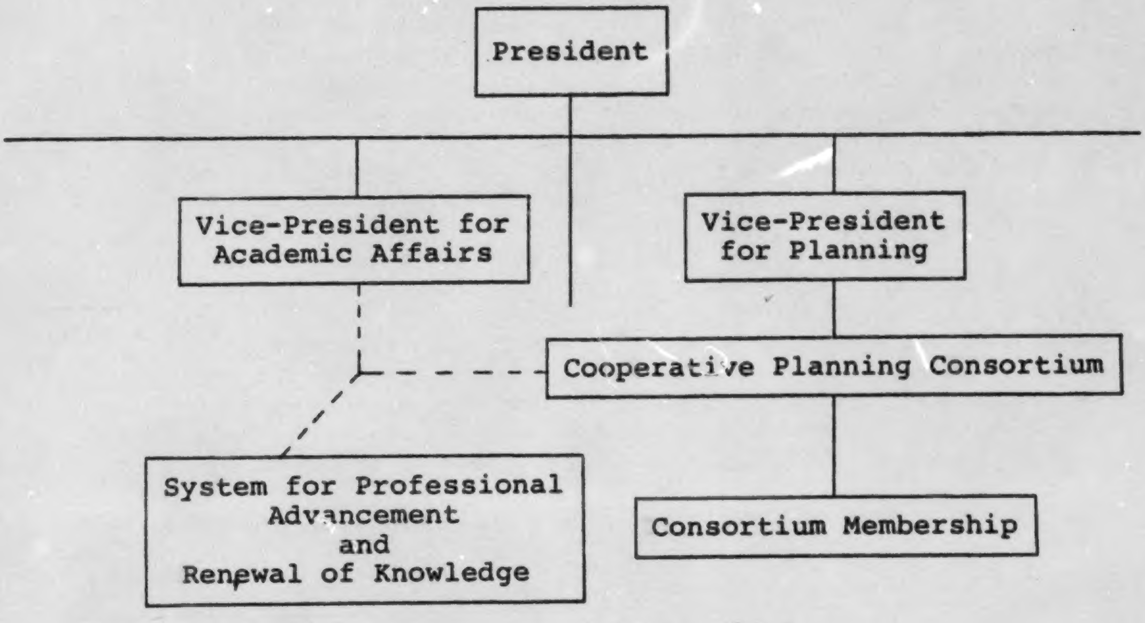
U/G[a] - Undergraduate and Graduate Levels duties efficiently. It became obvious that the major emphasis in training at the undergraduate, master's, and doctoral levels in this state was mental retardation.

The Consortium survey allowed for a systematic collection and dissemination of data and provided the individual teacher education training programs with a tool for examining the current status of their departments as well as a framework for developing plans for the future. Having this information available on the intercampus level allowed for coordination of planning and beginning work toward the elimination of costly nonessential duplication of preparation programs. The CPC mechanism and the survey data made a unified response possible to the Gudger Commission's assigned charge.

At a December 1975 meeting of the Cooperative Planning Consortium then two years old, the members reviewed the intent and objectives of the group. It was apparent to the membership that significant gains could be made by creating a "training arm" for the consortium. Therefore, the membership voted unanimously to apply for a Project RETOOL grant as advertised by a Request for Proposal (RFP) from The University of Alabama. The response to the RFP was authored by Dr. Donald Stedman, the principal investigator for the project. The President of the University of North Carolina System actively endorsed the endeavor. The RFP response was funded and assigned for fiscal purposes to the Office of the Vice President for Academic Affairs in the General Administration, the University of North Carolina System. The following organizational chart displays the administrative organization for the project.

ORGANIZATIONAL ARRANGEMENT AND PLACEMENT OF CPC

The University of North Carolina System


President
Vice-President for Academic Affairs
Vice-President for Planning
Cooperative Planning Consortium
System for Professional Advancement and Renewal of Knowledge
Consortium Membership

The resource assessment completed by the CPC identified areas of faculty strength and weakness. This internal "force" evaluation was catalytic for participation as a "training" endeavor such as Project RETOOL. The cooperative network, which would act as the vital link between and among campuses, already the project to take the "first step down the road" toward faculty training.

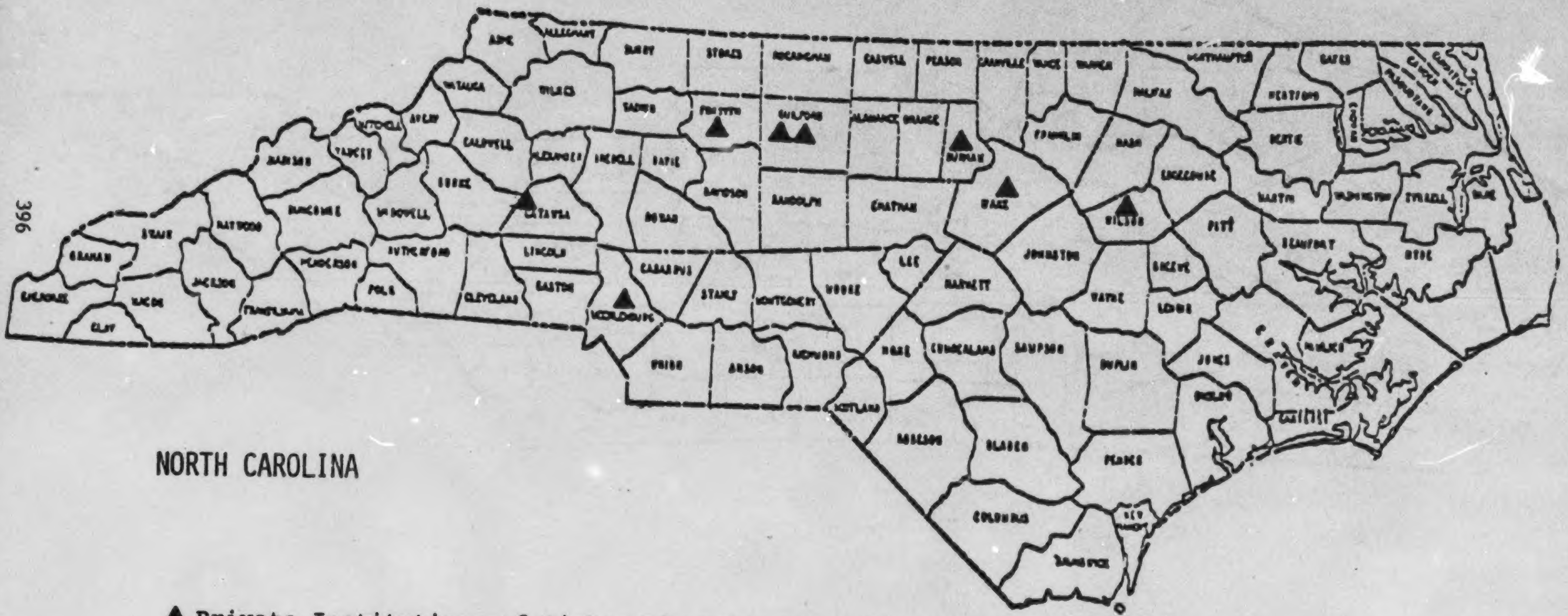
Survey data indicating the needs of the faculty in special education training at the university/college level provided a basis for establishing objectives and targets for improvement. The CPC set as its goal the professional advancement and renewal of full-time teaching faculty in the area of special education, adaptive physical education, school psychology, and speech and hearing. This required the development of a delivery model which was operationalized in the SPARK Project. SPARK was designed to respond to the special education training needs of faculty in 22 colleges and universities including both public and private institutions (see Figures 1 and 2).

Design of Model

The RETOOL Project in North Carolina, SPARK, became operational in late September 1976. As noted earlier, SPARK was the staff development arm of the Cooperative Planning Consoritum of Special Education Training Programs in The University of North Carolina System. The Consortium, a planning mechanism attached to the Office of Vice President for Planning in the University of North Carolina System, was comprised of chairpersons of 16 public and nine private colleges or universities. In addition, representatives from the North Carolina State Department of Public Instruction, Division for Exceptional Children, the North Carolina Department of Community Colleges, the North Carolina Association of Educators, and Parents and Professionals for Handicapped, A Coalition of Consumer Groups, participated as members of the Consortium.

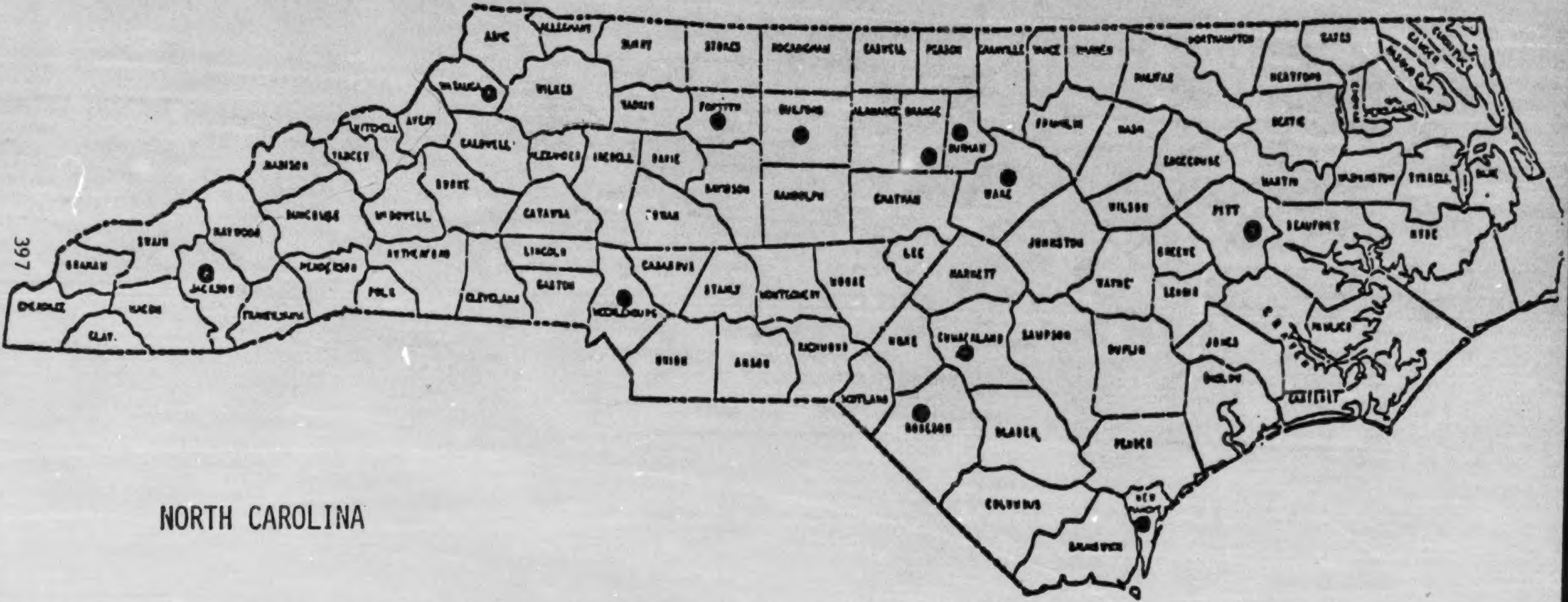
At the time of this report, 16 public and nine private university programs in North Carolina prepared personnel to work with exceptional children (see Appendix B). Two doctoral level programs existed in the state, one in a public institution (UNC-Chapel Hill) and one in a private institution (Duke-Durham). There were two master's degree level programs located in research and doctoral degree granting institutions. Five graduate level programs were located in research and doctoral degree granting institutions. Five graduate level programs were located in public universities training at the bachelor's and master's level, and five public and eight private training programs were located in general baccalaureate institutions. SPARK was initiated by the Consortium primarily to meet the staff development needs of these programs.

Figure 1


NORTH CAROLINA

▲ Private Institutions of Higher Education with Special Education Programs

Figure 2


NORTH CAROLINA

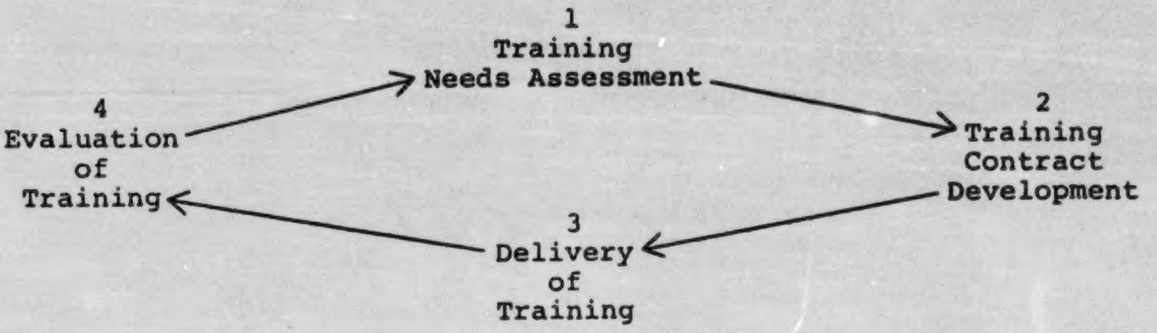
Public Institutions of Higher Education with Special Education Programs

SPARK Model I

In the SPARK model for staff development, higher education training programs were linked to a central office. The central office's function was the assessment of the faculty training needs in these programs and the securing of training to meet identified needs. The SPARK office functioned in a brokering capacity. Its activities were based on a needs assessment/technical assistance cycle in which staff training needs were assessed, available resources were surveyed, training was provided, results were evaluated, and a reassessment of new training needs was conducted. Emphasis was on individualized needs assessment and training.

Rationale:

SPARK - a continuing process



The individual training programs, rather than a regional training unit, were selected as the linking mechanism between SPARK and the faculty since each teacher education program had related but unique goals and objectives. Each faculty member's training needs were considered in light of his/her own training program objectives. The strength of the SPARK model was its emphasis on the assessment of training needs of individual faculty members. Training was provided to the faculty member in those areas where there was a perceived need and not in areas someone else deemed important. A felt need was considered more likely to result in greater motivation and acquisition. Group training also provided another training vehicle to meet common faculty needs for in-service education.

The staff for SPARK consisted of a Director, a Program Coordinator, and a part-time Secretary. The Director was responsible for setting long-term goals and establishing policies and procedures. The Coordinator handled the day-to-day operation of the project and the Secretary provided staff support.

A Review Panel served in an advisory capacity to the SPARK Project. Its membership was comprised of: (a) two special consultants; (b) one representative for the private institutions of higher education with programs preparing personnel to work with citizens with special needs; (c) four Consortium members representing the public institutions of higher education, (d) one representative from the Division for Exceptional Children; (e) the SPARK Director; (f) the SPARK Coordinator; and (g) the Consortium Chairperson. The SPARK Review Panel met at the beginning of each year to review and respond to plans for the upcoming year. Additional meetings were held in conjunction with the CPC meetings. The chairperson had the authority to call special meetings when necessary. A meeting was also held at the end of the operational year to plan for and articulate the next year's work.

There were several important variables involved in developing the SPARK model for effectively and economically meeting the training needs of faculty. These included:

1. The makeup of the State and its universities
    a. Rural for the most part
    b. Size (tremendous length--east to west)

2. Levels of sophistication of the universities

3. Levels of sophistication of the faculty

4. Financial support

5. Pressing needs for trained personnel

6. Time

7. Faculty availability

The initial design provided for regional control and coordination of training, support from the state level, with one bookkeeping and reporting network. The model allowed for the communication of regional faculty from different universities and colleges toward a common goal--staff development. Projections were based upon the number and scope of training activities required to supply a significant staff development program for university faculties of the type and number found in North Carolina. Under the model proposed, a budget of approximately $200,000 was required. Because of the obvious limitation of funds (a grant of $20,000), it was necessary to develop a more limited model.

The initial model for delivery of group and individual training included the creation of four regional centers within the State.

Regional Configurations in North Carolina

It is important to understand the administrative structures for service and training in North Carolina beyond the University System. Figures 3 and 4 shows the regionalization pattern of the two most salient service delivery systems in North Carolina, education and human resources.

The eight education regions (Figure 3) provided a decentralized planning, service, and staff training format for the Department of Public Instruction. There was a Coordinator of Special Education in each region. Each coordinator was responsible for technical assistance to schools, planning in the region, training needs assessment of service staff, communications, and information dissemination to schools and to the Division of Exceptional Children Central Office in Raleigh (Wake County).

The four human resources regions (Figure 4) provided regional planning, service program planning and delivery integration, staff training, and information dissemination. Each region was responsible for maintaining training needs assessment activities, developing in-service training, and providing training resources within their region. Any plan to deliver training and to continue training needs assessment activity, even though focused upon higher education, should take these patterns into account for both training needs and training resources (people and facilities).

The SPARK system designed by the Consortium to help expand and improve training in North Carolina, was based upon a linkage between these regional structures and training activities and the network of universities and colleges represented in the Consortium.

The general model for implementing education, training, and faculty development activities was a coordinated decentralized regional training system linked to the central and regional structures of the related service systems in North Carolina.

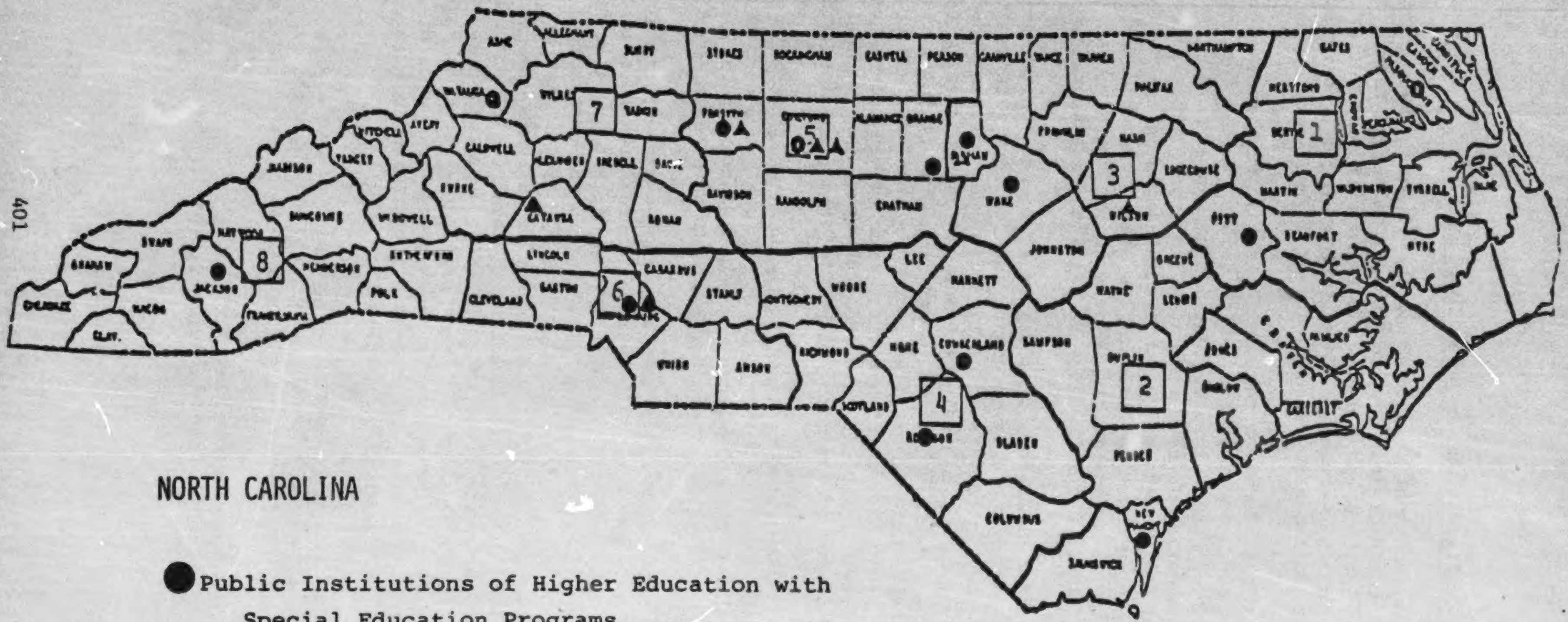
The Consortium (CPC) was already in place in the University system, and included the Directors of the Special Education component of the State Department of Public Instruction and the children's component of the State Department of Human Resources. Therefore, the planning, needs assessment, and coordination unit necessary was present and available for augmentation to establish a staff development program (RETOOL).

Two additional elements were required: (a) a set of four regional "Advancement Centers," and (b) a common resource pool or Talent Bank to provide trainers to regional centers (see Model 1).

Regional Advancement Centers (RAC), in close concert with Education and Human Resource regional coordinators, conducted

Figure 3

EDUCATION REGIONS

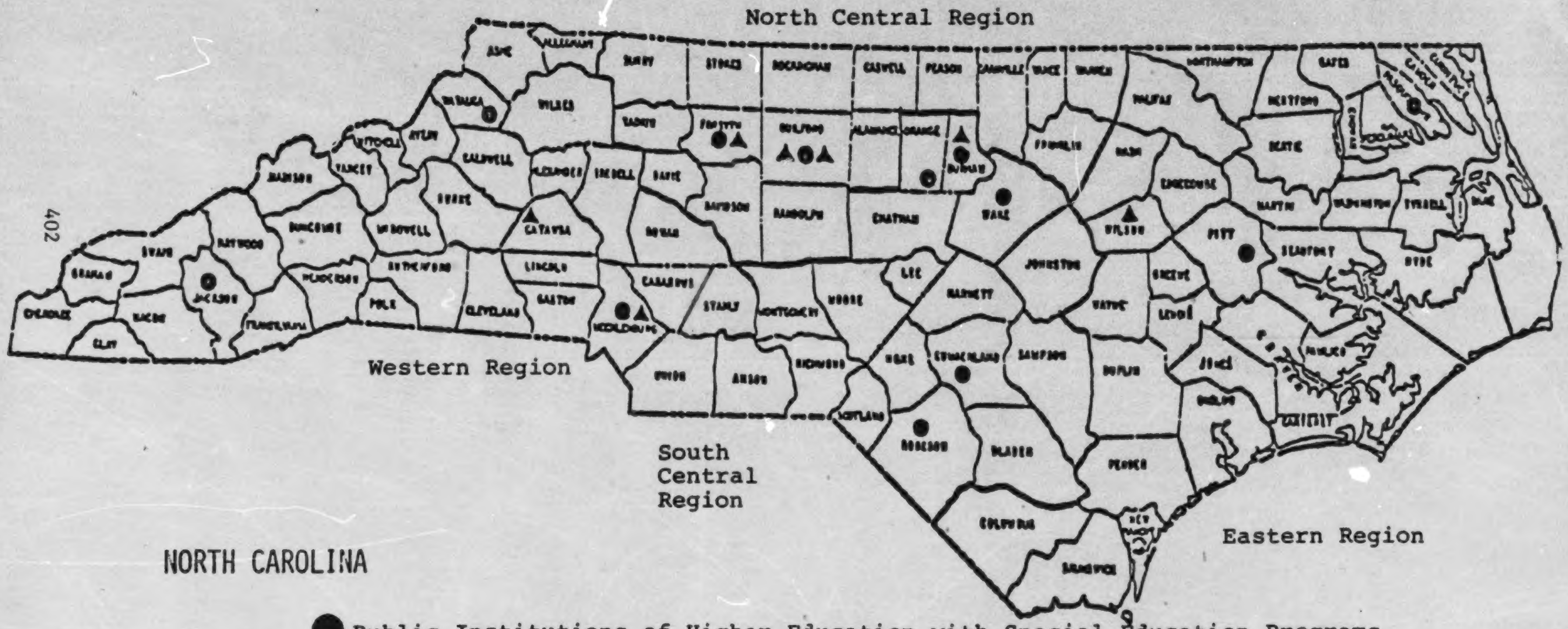

NORTH CAROLINA
1
2
3
4
5
6
7
8
ASHE
ALLEGHANY
SURRY
STOKES
ROCKINGHAM
CASWELL
PERSON
GRANVILLE
VANCE
WARREN
NORTHAMPTON
GATES
WATAUGA
WILKES
YADKIN
FORSYTH
ALAMANCE
ORANGE
HALIFAX
HERTFORD
FRANKLIN
NASH
BERTIE
MITCHELL
AVERY
CALDWELL
IREDELL
DAVIE
MADISON
YANCEY
BURKE
DAVIDSON
RANDOLPH
CHATHAM
WAKE
EDGECOMBE
MARTIN
WASHINGTON
TYRRELL
DARE
BUNCOMBE
MCDOWELL
CATAWBA
ROWAN
WILSON
PITT
HAYWOOD
SWAIN
BEAUFORT
HYDE
GRAHAM
JACKSON
HENDERSON
RUTHERFORD
LINCOLN
CABARRUS
LEE
JOHNSTON
GREENE
CHEROKEE
MACON
POLK
CLEVELAND
GASTON
STANLY
MONTGOMERY
MOORE
HARNETT
WAYNE
LENOIR
CLAY
TRANSYLVANIA
UNION
ANSON
RICHMOND
HOKE
CUMBERLAND
SAMPSON
DUPLIN
JONES
CRAVEN
PAMLICO
ONSLOW
SCOTLAND
ROBESON
BLADEN
PENDER
COLUMBUS
NEW HANOVER
BRUNSWICK

● Public Institutions of Higher Education with Special Education Programs

▲ Private Institutions of Higher Education with Special Education Programs

Figure 4

HUMAN RESOURCES REGIONS


North Central Region
Western Region
South Central Region
Eastern Region
NORTH CAROLINA

● Public Institutions of Higher Education with Special Education Programs

▲ Private Institutions of Higher Education with Special Education Programs

Note: The North Carolina Department of Human Resources includes Health Services, Social Services, Mental Health Services, Rehabilitation Services and Youth Development (Correctional) Services continuing training needs assessments, evaluations, planning, training programs, and resource assessments. They provided facility and preparational foci for training and education activities. Trainees in universities were not strictly assigned to any one RAC. A RAC might provide training in one area to all trainees in the state at one time or another. Two, three, or four RACs might sequentially or simultaneously provide "one shot" or continuing training in one or more areas. Decisions on training strategy were determined by the System coordinator and staff together with RAC coordinators based on needs and resource data gathered.

The Talent Bank was developed and maintained by the System staff. Persons and programs in the Bank were determined by surveys, solicitation, recommendation, prior knowledge, experience, and observation. The Talent Bank was composed of expert trainers and consultants from a wide variety of knowledge and skill areas and drawn from service programs, university faculties and staff, nonuniversity training organizations, and other sources as may be available. The Talent Bank developed a process whereby trainers were evaluated and retained for further use or released if unqualified or ineffective in accordance with preset criteria.

A special Review Panel was created to guide the Director of the System. The Panel included six members of the Consortium and the chairperson. These members included representation from the University of North Carolina, private universities, and non-university organizations which comprised the Consortium membership. In addition, two special consultants, who were not Consortium members, from in- or out-of-state were engaged to provide expert assistance in the development and evaluation of the System. Finally, three "consumer" members representing: (a) university faculty, (b) school teachers, and (c) parent consumer interests were members of the Panel. The Panel met at least quarterly and included observers from other states in the Region to enhance the proposed regional phase of RETOOL to begin in 1977.

The Director and Coordinator were assisted by two staff personnel (Planning and Needs Assessment; Training and Evaluation) and four Regional (RAC Coordinators). Location of the RACs and personnel to act as System Coordinator, system staff, and RAC Coordinators were also determined.

The key to delivering effective training to a heterogeneous group of professionals was a continuing training needs assessment. Surveys and interviews comprised a portion, but more sophisticated and comprehensive processes had to be built into the training system to identify special needs and resources as well as to provide an individualized training response.

Workshops on training needs, professional goals, career development, and personal-professional growth were planned to accompany content, technique, and advocacy training.

Individual faculty advancement plan. A Training Needs Diagnostic Profile (TNDP) was developed for each faculty member. This profile was the focus of training involvement for both the trainee and trainer.

Evaluation. Four levels of evaluation were developed.

1. Individual trainee. Knowledge and skill development were evaluated by pre-post assessment, competency statements, and other measures of the experience.

2. Training program. External evaluation of the effectiveness of the proposed system, in terms of its programmatic objectives and in terms of the gains of its trainees were an integral part of the overall evaluation plan.

3. Outreach/replication potential. It was imperative that the replication potential of the system be considered early. In addition to the Review Panel, work was planned to begin early in 1977 with University and State Agency officials from other states in SPARK's region to bring them into North Carolina to plan during Summer 1977 for Fall 1977 implementation of intra- and interstate training activities. A number of potentially innovative and effective activities were presented in the replication design. This effort was not realized due to the project's termination by BEH.

The regional centers were coordinated by a small central staff which conducted continuing training needs assessments, developed a pool of training resources, and implemented appropriate individual and group training activities. Each center was to evaluate the needs of its constituency and provide appropriate training to them. A Talent Bank was created composed of individuals in that specific region of the state who were willing to aid in the renewal of knowledge of other members of that region as well as other regions of the state. Utilizing in-service experts for in-state training enhanced communication between institutions.

The types of individual and group training provided were identified through the completion of a Training Needs Diagnostic Profile (TNDP). The TNDP is a self-evaluation instrument designed to aid the individual faculty member in assessing his/her own areas of strength and training needs (see Appendix C). Based on the information received from these TNDPs, the Regional Advancement Center personnel were able to assist in the provision of individual or small group training in specific areas. The individual member then generated a Training Agreement (TA) which would be signed by the faculty member and the SPARK Director (see Appendix D). The Training Agreement was specific, detailing the obligations of the faculty member and SPARK regarding the delivery of training and the expected outcomes. The SPARK staff was responsible for coordinating the training. An evaluation of the training experience was to be completed by the faculty member participating in the sessions similar to the one shown in Appendix E.

The Advisory Committee for the SPARK Project was appointed by the chairperson of the Cooperative Planning Consortium of Special Education Programs in the Fall 1976. The committee was comprised of a representative from the private colleges and universities in the state, the chairperson of the Cooperative Planning Consortium, a representative of the North Carolina Department of Public Instruction, and three other members of the CPC. The director of the SPARK Project was an ex-officio member of the Cooperative Planning Consortium. Further, the chairperson of the Advisory Committee was a member of the CPC. The Advisory Committee functioned at the pleasure of the CPC chairperson giving direction to the SPARK effort. The Advisory Committee was given the authority to advise on procedural matters and policies, but overall direction of the Project was shared with the entire CPC membership.

SPARK Model II

The budget allotted was inadequate to implement the delivery model designed initially which precipitated two major modifications in the initial model.

Several modfications were considered in an effort to maintain as much control of training activities as close to the trainee/faculty as possible. In this model (see Figure 5; also Appendix F) the individual faculty member completed a Training Needs Diagnostic Profile, designating the areas in which he/she might gain new knowledge and competencies. The individual then constructed a training proposal which directed itself to the areas of desired knowledge. The proposal was shared with the individual's departmental chairperson for advice and concurrence. This insured communication between the individual faculty member and the department administrator concerning the proposed training. It further allowed the faculty member and his department chairperson the chance to question the compatibility of the desired training with the goals and objectives of the department and university. The university/college training focus and the desired individual training had to interface to serve the programs' interest.

The faculty member requesting training and the administrator of the department completed the Training Agreement supplied by the

COOPERATIVE PLANNING

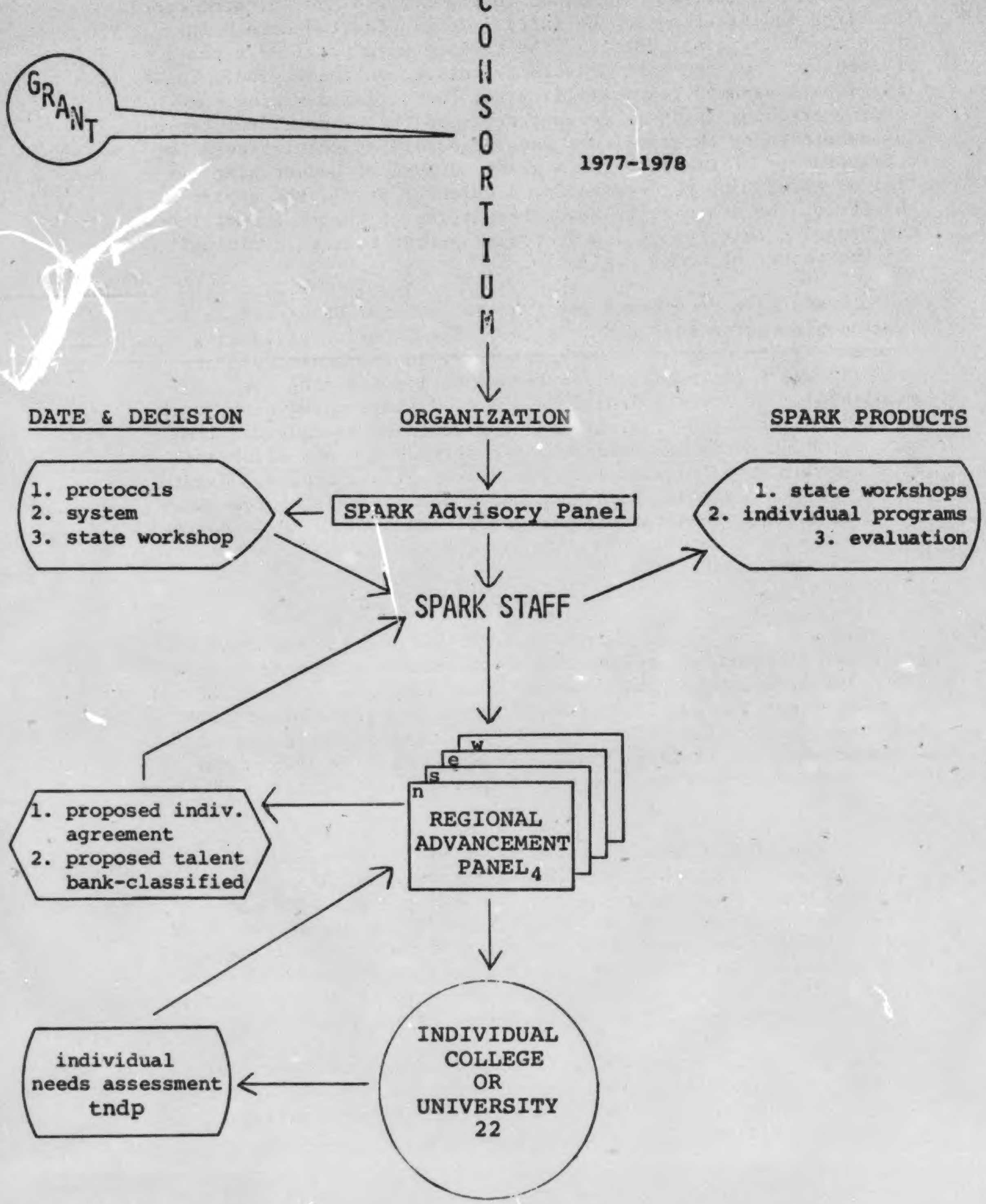

CONSORTIUM
GRANT
1977-1978
DATE & DECISION
ORGANIZATION
SPARK PRODUCTS
1. protocols
2. system
3. state workshop
SPARK Advisory Panel
1. state workshops
2. individual programs
3. evaluation
SPARK STAFF
w
e
s
n
REGIONAL ADVANCEMENT PANEL 4
1. proposed indiv. agreement
2. proposed talent bank-classified
individual needs assessment tndp
INDIVIDUAL COLLEGE OR UNIVERSITY 22

Figure 5.

SPARK staff. This agreement, accompanied by the Training Needs Diagnostic Profile, was forwarded to the Regional Advancement Panel. The first modification to the initial model occurred here. Instead of the original "staff," the regions were provided a panel of faculty, one from each university/college in the region. These individuals assumed responsibility for the decision making concerning training in their region, reviewed the proposal for training submitted by the applicant and judged its appropriateness in terms of cost of training (each grant because of budget size was limited to $250.00 per person for a calendar year), the applicability of the training to the work setting of the applicant (could the training lead realistically toward better teacher training?), and the amount of money available.

If approved, the panel notified the central SPARK office and funding procedures were put in place. Notification of funding came from the Regional Advancement Panel (RAP) to the individual and training was then initiated. Interuniversity training was encouraged. If several individuals needed similar training, workshops or other forms of group training would be initiated. The need for such workshops were enhanced through the establishment of a communication network with the four regional panels. This permitted all the regions to know the types of training requests being received. This network was coordinated by the SPARK central staff.

SPARK Model III

Although the models shown and described briefly each had the potential of providing regionalized and statewise training at an effective level, they were never fully realized because of limited faculty to man the panels from each region and the limited funds for the project. The declared training interests reflected in the statewide faculty training needs assessment (Spring 1976) were better served through the use of a less complicated, time-efficient, "central" model.

The functioning model for the SPARK Project was designed, taking as many concepts as possible from the original models. The final model (see Figure 6) provided the project with the ability to cover the state and provide for the needs of university faculties. It also maintained the integrity of the individual university and faculty member by allowing them to make their own training decisions. The procedure outlined in detail in Appendix G is sequenced in essentially the same form as for Models I and II.

The SPARK Advisory Panel, its constitution described earlier, acted as the "Central Advisory Panel," thus keeping the decision making concerning the specific training with representatives of varied universities rather than with one person.

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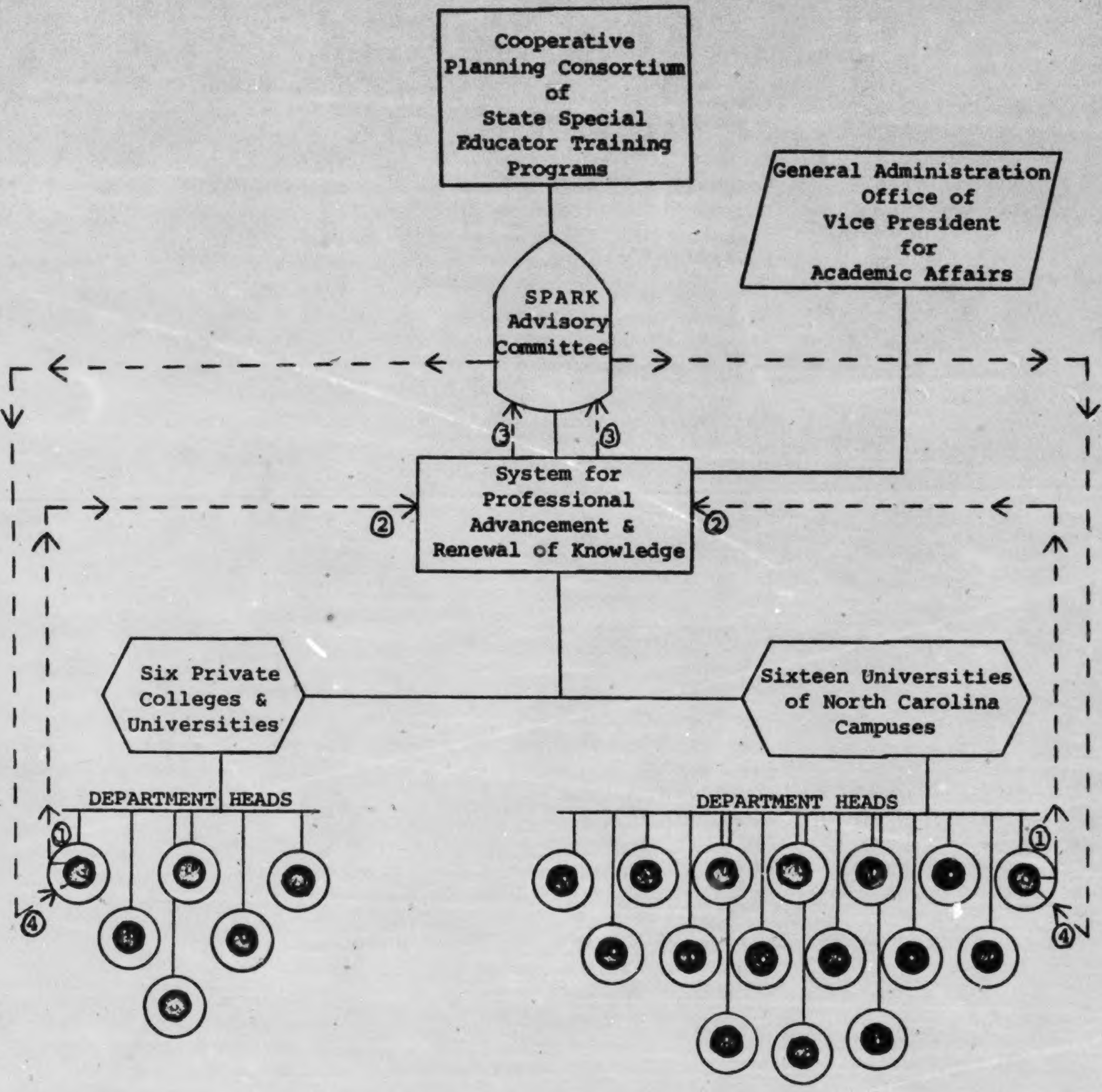
Cooperative Planning Consortium of State Special Educator Training Programs
General Administration Office of Vice President for Academic Affairs
SPARK Advisory Committee
③
③
System for Professional Advancement & Renewal of Knowledge
②
②
Six Private Colleges & Universities
Sixteen Universities of North Carolina Campuses
DEPARTMENT HEADS
DEPARTMENT HEADS
①
①
④
④

○ = Department Chairperson within the University

● = Individual faculty member within the department

Grant Application Process Steps

1. Completion of TNDP & Training Agreement - Signoff by Department Head - Sent to SPARK central office

2. Review of requests, prepare for submission to SPARK central office

3. Review by SPARK Advisory Committee

4. Faculty applicant notified of disposition of grant application

Figure 6.

Upon receipt of a Training Agreement (TA) and Training Needs Diagnostic Profile (TNDP) by the SPARK Coordinator, the TA and TNDP were first screened at the central office. If vague or incomplete, these were corrected by the applying faculty member and returned to the Coordinator. At a called meeting of the SPARK Advisory Committee, the applications for grants were reviewed individually and acted upon and: (a) approved, (b) held for clarification, and (c) disapproved. Practicality, timeliness, transfer of learning to fellow-faculty and students, interface with the focus of the particular university department, cost of the project, and guidelines for eligibility set forth by the Bureau of Education for the Handicapped were the major criteria for funding applications.

When approved, award letters were sent to the applicant with directions as to administrative detail for the grant. When disapproved, letters of explanation were sent to the applicant with encourgagement to apply again in the future. The follow-up on these grants for the purpose of evaluating outcomes is described in detail later.

Planning and Management Strategies

Year One of RETOOL was used primarily for strategy planning, needs assessment data collection, and design of training methods. The ideal and the modified North Carolina models were designed logically and functionally, but ultimately had to be discarded during 1975 and 1976. The operational model for statewise service delivery on an individual as well as a group basis was designed and adopted in the Fall 1977. The model was put in operation during the Fall and early Winter with topical workshops and plans for a leadership workshop immediately following the Christmas season.

The existence of an already established communication network in the form of the CPC made information dissemination to the universities and colleges in the state easier. Through the needs survey taken earlier, training targets had been articulated by many of the faculty of the special education programs. The entire CPC knew that a training program was being designed and shared with their faculties.

At the beginning of the RETOOL experience in 1975, the project had secured the salaried services of a part-time secretary to work with the Project Director, Dr. Donald Stedman, toward the growth of the model. Mrs. Roxie Smith assumed the duties of the Coordinator and Mrs. Clegg Williams those of the project secretary. The two employees worked toward the dissemination of information to the constituent members of the CPC and collected vital Training Needs data (see Appendix H) which were used to offer group and individual training.

Communication to the special education faculties of the universities and colleges was of extreme importance for the success of the SPARK endeavor. The SPARK Project for the first two years relied on direct mailing of workshop announcements to the faculties of the constituent universities as well as to the departmental chairpersons to "spread the word" to his/her staff. In the third year of operation (1977-78), this was continued and a newsletter, "Pipeline Communication," was created. The newsletter was mailed directly to each member of the faculty of all universities holding a membership in the CPC. Prior to this time, a request was sent to all universities/colleges requesting an updated mailing list of special education faculty. Announcements of upcoming group workshops, research entered into by faculty members in the state, upcoming out-of-state workshops, and information received by the SPARK staff which might be of interest were shared with the membership. This provided an additional medium for dissemination of knowledge and information to the university community. The staff of the SPARK Project also kept in touch with individual faculty members and universities by phone and letter.

North Carolina, as is the case with many other states, has limited travel and training funds allocated to its faculty. In order to help the individual department and faculty member participate in the training, expense reimbursement under the state guidelines was offered to those faculty members participating in group training. The payment was made upon the completion of the appropriate forms and receipt of paid bills for expenses. By providing this financial assistance, faculty members availed themselves of training opportunities more frequently than otherwise might be possible. The SPARK Project gave ample incentives to participants to involve themselves with the project.

As was described briefly earlier, direct mailings were made to individual faculty members announcing the workshop and individual training opportunities plus application forms for registration. For the group workshops, a cutoff number of participants as well as a cutoff date for receipt of applications was given.

Several target topics were identified by the faculty when the survey of training needs was administered. The areas of interest included Mainstreaming, Early Childhood Special Education, Special Education and The Law, Public Law 94-142, Grantsmanship and Grant Management, and Leadership. Consultants to lead the training in the workshops selected were chosen after much discussion. The person/persons throughout to have the ability to perform the tasks best were selected to conduct the training sessions. For the most part, the leaders for the group workshops offered by SPARK were chosen from the faculties of the colleges/universities of North Carolina. The outside consultant, Dr. Richard Whelan from the University of Kansas, and members of the NASDSE training unit were the only non-Tarheels used for training. North Carolina had faculty members who were willing and able to assist in most of the professional advancement and renewal of knowledge of their professional colleagues. This had professional as well as cost benefits.

Because of the large size of the state and the desire for as many of the faculty to participate in group and individual and staff development as possible, serious consideration went into the selection of the sites for the conduct of the group workshops. In an effort for the faculties to become better acquainted with faculties in special education at other universities and their campuses, the group training was always held on university campuses hosted by the department of special education of the university or college. This enabled more of the special education and associated faculty of the host institutions to attend the training sessions. It also permitted faculty members from other institutions to become acquainted with the host university. This design worked successfully with Greensboro College, North Carolina State University, and the Winston-Salem State University hosting separate training sessions.

It was found that not only *where* but *when* workshops were held was of critical importance to the subsequent participation. Careful scheduling had to be undertaken to avoid conflict with registration, football game weekends, midterms, professional conferences, finals, holidays, and the end of the term. This was more complicated due to the different scheduling patterns at the various universities. It was found, generally, that the third to eighth weeks of the term were the best time periods for participation by interested faculties.

To offer the most usable training to the participating faculty member required that material, in some cases, be produced by training session leaders and mailed to the participant prior to the workshops. This provided orientation to the participant and increased the chance of everybody "starting at the same point" as well as providing a common focus for the workshop itself. Additionally, materials were produced for use by the presenter with the audience and given to the group at the time of the workshop. There were cases where follow-up materials were sent to participants after the workshop.

Persons interested in the training but unable to attend the scheduled sessions were sent materials which could be used without explanation. Additional sets of materials were also supplied to workshop participants to disseminate to nonparticipating faculties.

Delivery of Content/Training

Basically, two methods were selected to deliver the training services: (a) topical conferences, a group training method for informing a relatively large number of faculty; and (b) individual training, which was selected by the applicant to fill a particular training need with the help and cooperation of the SPARK staff.

The topical conferences held trained the faculties in:

1. Mainstreaming Special Education in Higher Education
   October 29, 1976
   Content:
   a. Attitude change
   b. Strategies
   c. Mainstreaming models
   d. Interpretation of the model into public education

   Leader: Dr. Ann Turnbull
   University of North Carolina at Chapel Hill

2. Individualized Educational Plan, Spring 1976
   Content:
   a. Rationale for creation of an IEP
   b. Legal mandate
   c. IEP development
   d. Criterion for good IEP
   e. Effective use of an IEP

   Leader: Dr. Ann Turnbull
   University of North Carolina at Chapel Hill

3. P.L. 94-142--Assessment and Provision of Training for Local Education Agencies, Spring 1976
   Content:
   a. Services related to in-service P.L. 94-142 which could be provided by the University to the LEA--a linkage
   b. Needs assessment
   c. Training topics
   d. Training provision and evaluation

   Leader: Dr. Ann Turnbull
   University of North Carolina at Chapel Hill

4. Early Childhood/Special Education, Fall 1977
   Content:
   a. Introduction to instructional approaches for early education of the handicapped; The application of teacher training programs
   b. Teacher competencies in early education of the handicapped
   c. Establishing and operating an internship program
   d. A sample of teacher training programs in early education for the handicapped

   (This workshop was originally presented on behalf of CEC at a topical conference in Phoenix, Arizona, in the Spring 1977).
   Leader: Dr. Dave Lillie
   University of North Carolina at Chapel Hill

5. Leadership in College and University-Based Special Education Teacher Training Programs--Problems and Promises, Winter 1978

Content: The entire workshop focused around decision-making functions of the chairperson of a department of special education at the college/university level. An Academic Department Game, a simulation of decisions involving faculty workload assignments, personnel decisions, and faculty motivation, was the focal point around which decisions were made concerning realistic problems and considerations of a functioning administrative unit.

Leaders: Dr. Richard Whelan
University of Kansas at Kansas City
Dr. David Dill
University of North Carolina at Chapel Hill

6. Grantsmanship Workshop, April 6-7, 1978

Content:
a. Guidelines
b. Writing procedures
c. Timetables
d. Format
e. Continuation grants--content
f. New grants--content/deadline
g. Internal networks
h. Dean's grants

Leaders: The workshop was conducted by the NASDSE training team.
Co-sponsored by SPARK and the North Carolina State Department of Public Instruction, Division of Exceptional Children.

7. Technical Assistance and Training for Local Education Agencies, May 1978

Content:
a. Overview of technical assistance
b. Program plan as the first step of the technical assistance cycle
c. Needs assessment procedures
d. Methods of delivery of technical assistance and training

Leader: Dr. Dave Lillie
University of North Carolina at Chapel Hill

The SPARK staff under the direction of the SPARK Advisory panel developed policies and procedures for the group training activities. SPARK supplied workshop announcements to the program coordinators who were responsible for circulating them to their faculty. The announcements contained workshops objectives, a tentative agenda, and an application form (see Appendix I).

Applications were then returned directly to the SPARK Coordinator. The information on the application form provided for the priority selection of full-time teaching faculty who had received their terminal degree more than five years previously.

At the conclusion of the group training activity, each trainee was asked to complete an evaluation survey (see Appendix E). The survey examined the appropriateness of the workshop purposes, the workshop strategies as they related to faculty members, the quality of the workshop components, and adequacy of workshop arrangements.

Individual Training Component

In order to adequately assess special education faculty training needs, the Training Needs Diagnostic Profile (TNDP) was developed (see Appendix C). The TNDP was based on the assumption that a faculty member performs as many as five roles in the university setting. He may be required to teach, conduct research, engage in service activities, develop products, or serve in an administrative capacity. The performance of one or more of these roles may be vital to his/her functioning as a faculty member and may, therefore, be an area of training need. These roles are independent of the special education content area which itself may be an area of training need.

The TNDP was completed by the individual faculty member so that it constituted his/her perceptions of his/her training needs. The form allowed the faculty member to indicate: (a) if he/she had no skills in an area and desired training, (b) if he/she possessed some skills in an area but desired additional training, (c) if he/she had strength in an area, or (d) if an area was irrelevant to his/her work responsibility. The latter option was provided on the assumption that no one should be penalized for lacking a skill that was not needed. The responses were then representative of an individual faculty member's strengths and weaknesses. The profile not only allowed a documentation of faculty training needs but also provided SPARK with a latent bank of training resources.

It should be noted that the TNDP was not an evaluation form. An evaluation form assumes that every item is necessary and judgments are made on the basis of whether or not all skills are present. The profile, on the other hand, was, and is, an instrument for probing possible training needs.

After completing the form, the faculty member and his/her program coordinator next developed a tentative training agreement for forwarding to the SPARK office (see Appendix D). The key aspect of the tentative training agreement was that it required specification of what change would take place in the program as a result of the training provided by SPARK. It was necessary to ensure that the training funded would result in changes in the way both pre- and in-service teachers are prepared. In addition,

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specification of expected change permitted an evaluation of the training activity.

The tentative SPARK agreement developed by the program coordinator and the faculty member specified the area(s) of training need but may or may not have specified some possible training resources that were available. The SPARK coordinator was responsible for surveying the available training resources and matching them to the need. Final approval for funding the training depended upon the availability of funds and the state priorities for training needs. Sample activities which were funded included faculty exchanges, coursework, workshops, site visits, and short-term internships.

Faculty members from school psychology, adaptive physical education, and speech and hearing sciences as well as special education were in attendance at the conferences held for their benefit. The majority of the individual grants awarded during the SPARK era (N=40) were awarded to special educators (N=34). The remainder (N=6) were awarded to physical educators (2), speech and hearing specialists (2), and school psychologists (2).

To activate the actual training of faculty, an eligibility standard which satisfied the federal regulations and enhanced the coordination of services through the project was devised. The following were the eligibility and application criteria for the SPARK Project as sent to the applicant.

Criteria for Eligibility

1. The applicant member had to be a full-time faculty member at a member university/college of the North Carolina CPC.

2. The applicant had to hold a position in special education, school psychology, applied physical education, speech and hearing, or other discipline working directly with the education of students to work with the exceptional population.

Criteria for Application

1. The applicant had to complete a TNDP supplied by the SPARK Project.

2. The TNDP was the vehicle for the generation of a Training Needs Agreement (Form SPARK-TN-2), by the chairperson of a department and a faculty member. This Training Needs Agreement was the request made to the SPARK Project approved by the chairperson, for specific training in areas which were considered in need of expansion

by the faculty member's own evaluation. The Training Needs Agreement was completed in full and signed by the trainee and the Program Director.

3. The completed TNDP and Training Needs Agreement was forwarded to Mr. Skeet Creekmore, SPARK Coordinator, University of North Carolina at Chapel Hill, Division of Special Education, 014 Peabody Hall (037A), Chapel Hill, North Carolina 27514.

Evaluation of Applications

All applications were evaluated by the SPARK Advisory Panel for funding. Criteria for funding revolved around timeliness, applicability, need as compared to the self-evaluation prepared by the applicant and affordability of training by the SPARK Project.

Notice of Grant Awards

Award notices were sent to the selected applicants stipulating the specific training experience for which he/she was funded by February 15. A letter was also sent to the dean of the faculty member's school and president/chancellor of his/her university/college notifying them of the award.

Imbursement/Reimbursement

The normal procedure for transfer of monies from the SPARK Project to the grantee was through the standard state established reimbursement procedure. Reimbursement for travel accommodations and food were in accord with state regulations. Paid receipts were necessary for reimbursement.

Grant Limitations

The Cooperative Planning Consortium established a ceiling per grant of $250.00 per year, per faculty member, for individual or group participant training. The SPARK Project was able to fund all or a portion of a training proposal up to $250.00.

Evaluation of Training

All applicants who received training support were expected to participate in the evaluation of their training.

It was apparent from the composition of the Topical Conferences and the types of specific training requested in individual grants that the faculties of the universities/colleges in the state had varied interests in problems affecting the area of provision of service for exceptional individuals. Obviously, not all of the training requested of the project was accomplished through the use of the topical conference format or the individual training. Some requests for individual training had to be rejected because of time, finances, availability of actual training requested, etc. Examples of funded requests included continuation of critical course work at one of the universities in the state (not necessarily the one by whom the applicant was employed), attendance at a Research Institute, specifically designed on-site research training at one of the research-oriented universities in the state, and training at the Center for Creative Leadership in Greensboro, North Carolina.

The training needs of the faculties were quite varied. The SPARK Project processed 112 individual grant applications with a myriad of training requests during its three-year service life.

Project Evaluation

In the final analysis, the project's success rested with the evaluation accorded it by the participant. In an effort to obtain the most useful evaluation data, three different types of evaluations were used.

The TNDP, designed by Ms. Roxie Smith, was used as a pre-training instrument by the individual faculty member. A post-training evaluation given to the participants recorded their perceptions of strengths and weaknesses. The individual was given a chance to reflect on the training and report his experience.

A second evaluation method used was by the BEH Advisory Panel and national consultants to the national RETOOL Project. The North Carolina RETOOL Project (SPARK) had visitation from Dr. Harold W. Heller, Dr. O Mitchell, and Dr. A. C. Blanks during the Leadership Workshop held in February 1978. In addition to the on-site visitations, annual reports, periodic updates, and copies of all training notices and materials generated by the SPARK staff and its training activities were provided.

Thirdly, each member attending a group training session evaluated the experience relative to its profit and timeliness (see Appendix E). Evaluations were also generated by those faculty members who received grants from SPARK for individual training. The evaluations gave perspective to the training effort which could not be accomplished through the use of the group model.

Lastly, all participants in the SPARK Project were asked to evaluate the model for effectiveness, administration, communications, transferability to fellow faculty and students, and cost-effectiveness. They were also asked to specify feelings concerning strengths and weaknesses of the Project and their feelings as to whether or not the staff development was worthwhile and should continue in North Carolina (see Appendix J).

The TNDP, which was completed by each faculty member receiving training by the SPARK Project, was an invaluable tool for the project. It allowed the individual faculty member to evaluate his/her areas of strengths as well as need and ask for training based on this "personal" evaluation.

The project received evaluation data which were quite supportive of the training experience given by SPARK according to the TNDP pre-post test evaluation.

The pre-post evaluations of the individual faculty members indicated that the direction of the impact on knowledge growth over the three-year period was definitely a positive one. As described by the TNDP Pre- and Posttraining Faculty Evaluation (see Graph 1), progress was made. Although all progress made by the individual faculty member over the three-year period in the areas of question (covered by the TNDP) can not be attributed to SPARK training, certainly, the SPARK effort contributed to the growth and professional development of the faculty who participated.

According to the data received from pretesting, the areas of most concern by the largest number of responding faculty members were:

1. Research
2. Administration
3. Development
4. Service

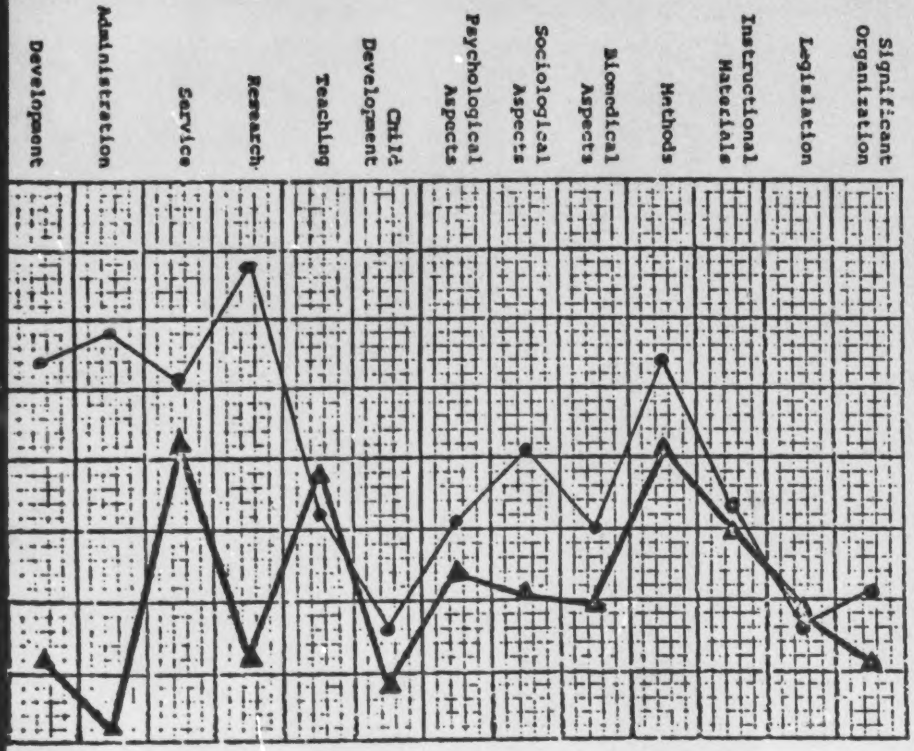
The pretest Graph 1 indicates the need for training in these areas. The least needed training was in the areas of child development, legislation, litigation and future, and significant organization, with fewer faculty indicating training needs in these areas. Training needs also appeared in the areas of the sociology of exceptionality as well as methods for dealing effectively with the needs of the exceptional individual.

Workshops and individual training efforts were constructed based on this data to satisfy the individual and group training needs of the faculties described earlier in the report. The effectiveness of the experiences based on the final evaluation given by the participating faculty members indicated that the involvement had been positive.

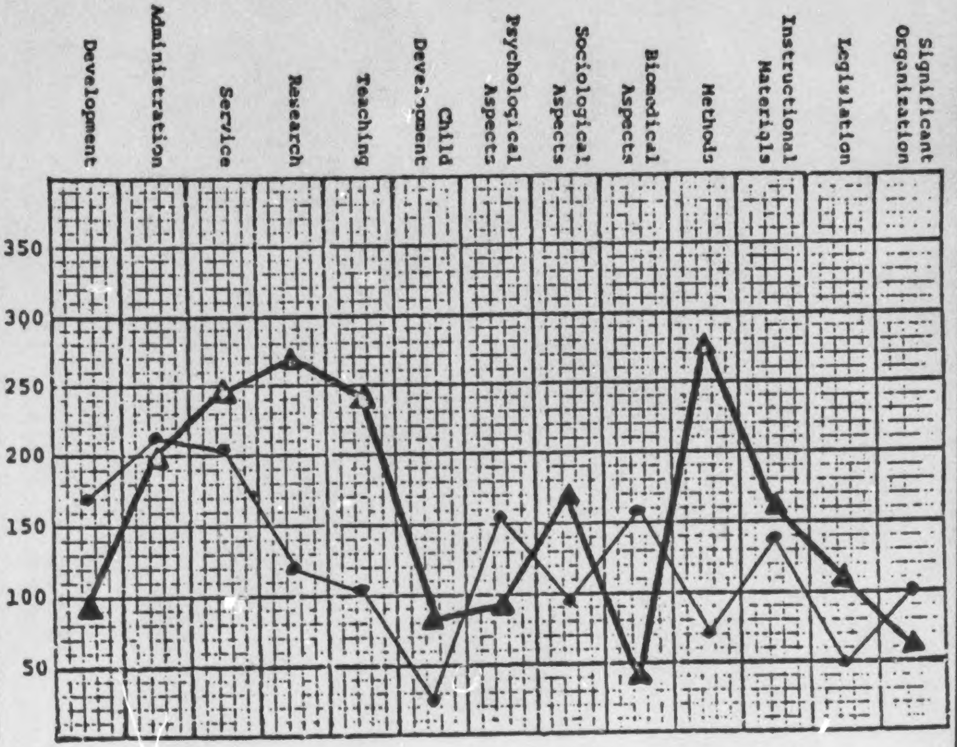
As indicated by the Post SPARK Training Individual Faculty Evaluation (see Graph 1), there was a considerable drop in the number of faculty needing training in the areas of concern. The topics of greatest interest for training at the time of the

GRAPH 1

TRAINING NEEDS DIAGNOSTIC PROFILE
PRE & POST TRAINING FACULTY EVALUATIONS



Pre SPARK Training Individual Faculty Evaluations



Post SPARK Training Individual Faculty Evaluations

Vertical - No. of times the particular rating was chosen

Horizontal - Training Needs Diagnostic Profile Categories

▲ Red - Faculty member possesses sufficient knowledge - desire no more

● Black - Possesses insufficient knowledge - desires more training pretest were Research, Service, Administration, and Development. At posttesting, the areas still needing emphasis were:

1. Methods
2. Research (A drop of 75 faculty in number)
3. Service (A drop of 10 faculty in number)
4. Teaching (Much more focus on teaching strategies than at the time of pretest
5. Administration (A drop of 65 faculty in number)

In each case, with the exception of teaching, the number of faculty needing training in the areas dropped considerably.

Indicators of change for the SPARK experience can be seen in Graph 2. Graph 3 displays the compiled ratings of the faculties' perceptions of areas of training needed before any training was administered by the SPARK Project. Graph 2 indicates the areas of training still needed at the end of the SPARK Project. Significant differences existed between pre- and postevaluations in many areas. The most significant change in training needed was in the area of Research (64%). Drops in training needs accrued in most of the other topic areas of interest, ranging from a decrease of 37% in teaching to 12.5% in Instructional Materials. Subsequent to this decrease in training needs was the increase in "area" confidence as indicated by Graph 3 (No Training Needed).

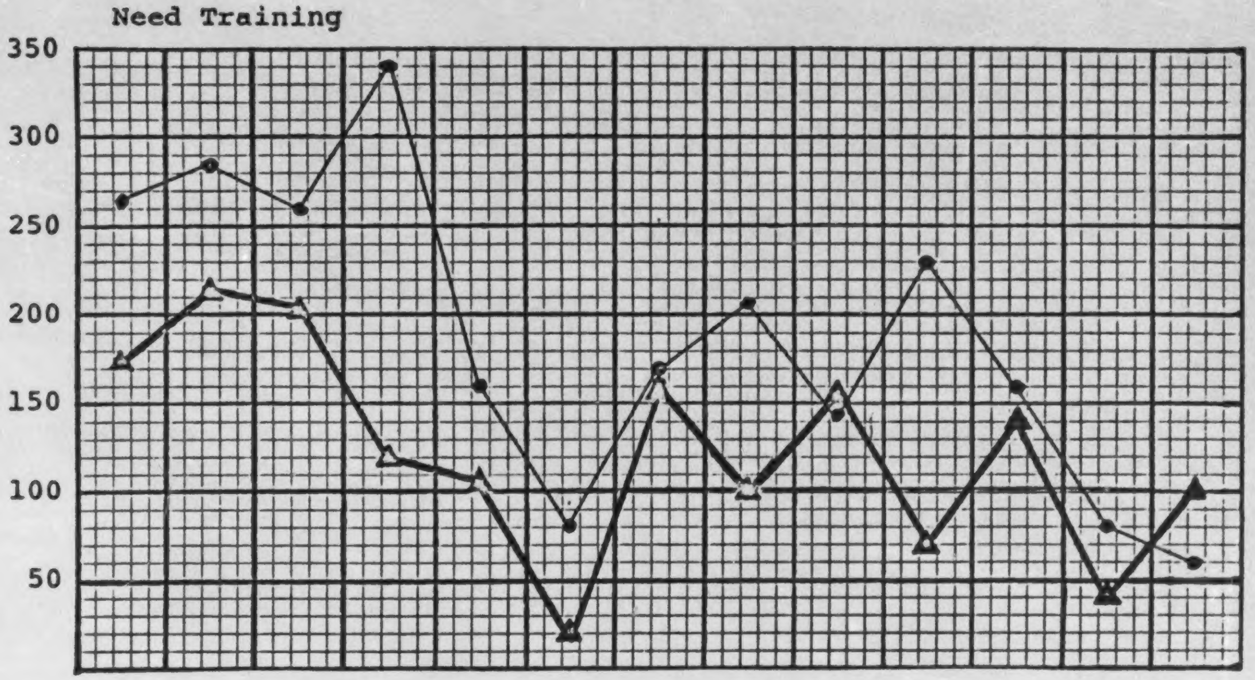
The faculties perception of their own strengths and weaknesses changed dramatically from pre- to posttests as discussed. Because of the expressed needs demonstrated by the TNDP on pretests and timely topics in special education which needs to be addressed, the SPARK Project sponsored the seven workshops which have been described earlier. As a component of the training, the participant was asked to rate the workshop in several areas:

1. Purpose of the conference
2. Conference strategies
3. Conference quality
4. Conference arrangements
5. General comments

The evaluation (see Table 3) was intended to help SPARK determine the effectiveness of the topical conference in relation to:

GRAPH 2

Ratings



● Pre - Black

▲ Post - Red

GRAPH 3

Ratings

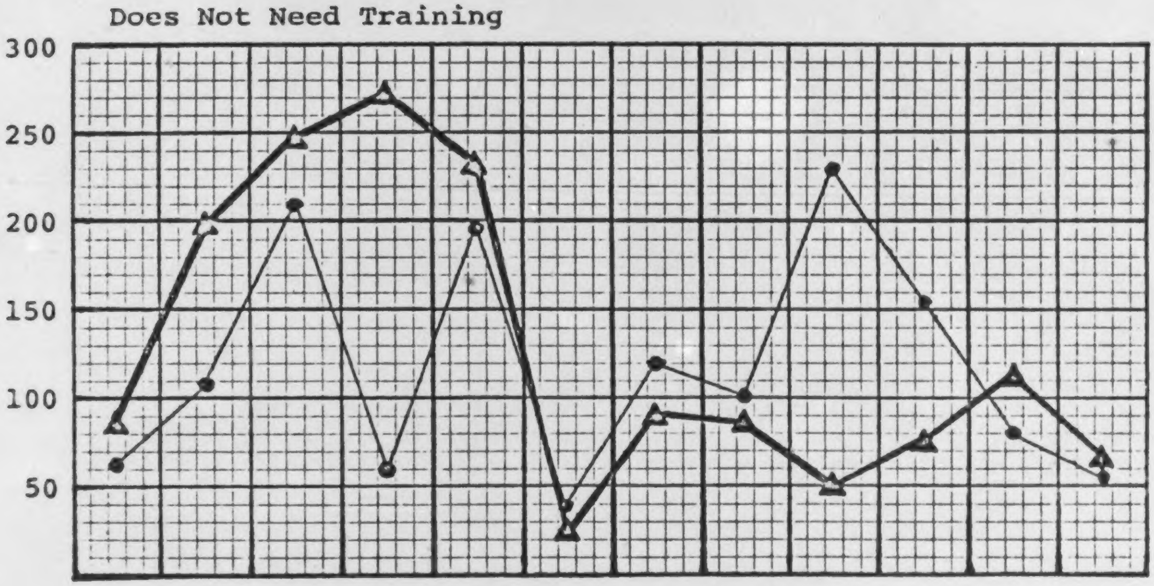
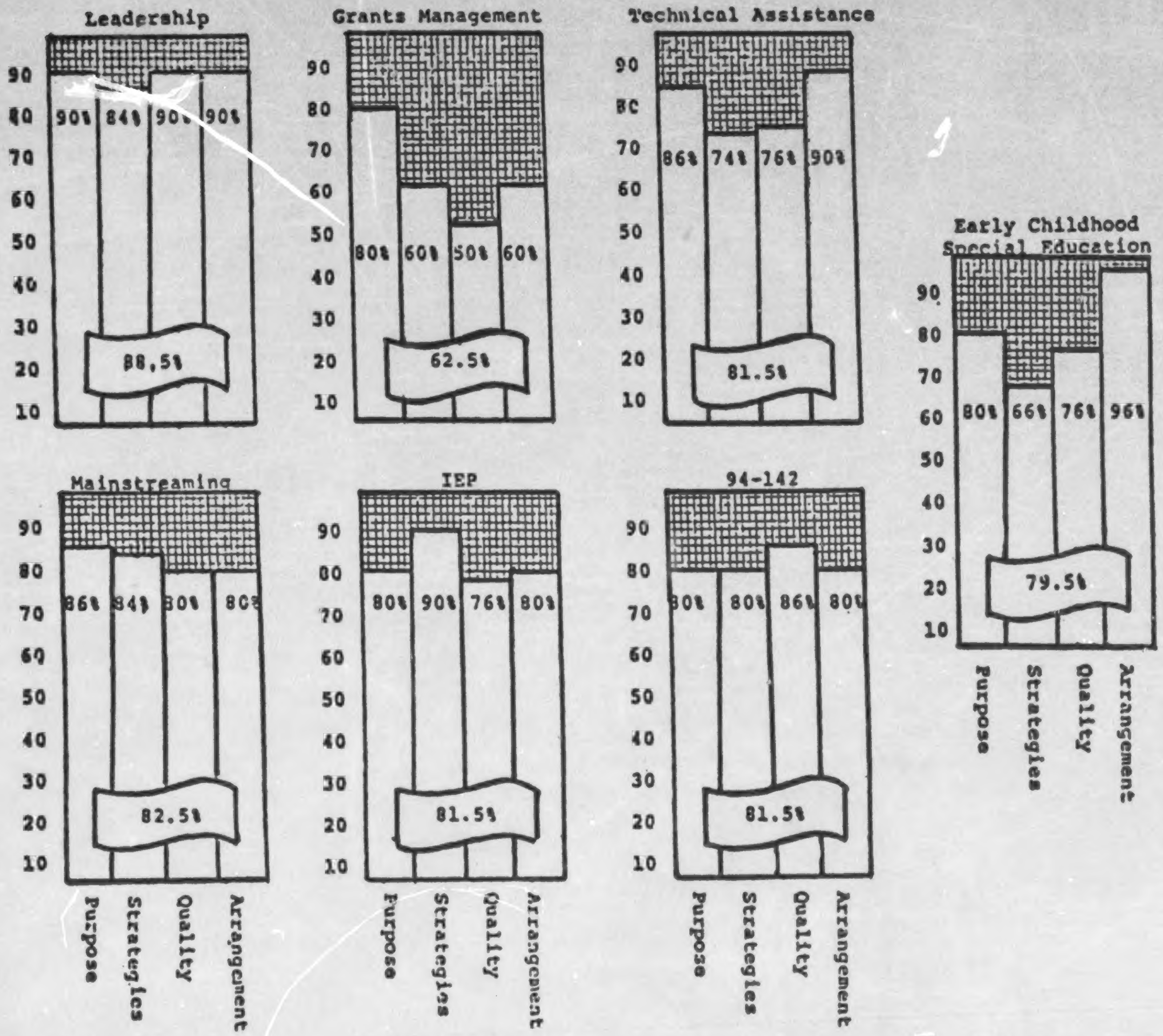


Table 3

Effectiveness of Topical Conferences in Relation to:



1. The purposes stated in the conference announcement and at the beginning of the conference.

2. The faculty member's judgment of the usefulness of the sessions in assisting him/her in fulfulling his/her role and function as a college/university faculty member. The workshops were ranked according to the overall scores received from the participating faculty members. Generally, all seven of the topical workshops conducted were scored well by the participants. The scores on the conferences ranged from 79.5%, which falls within the appropriate range, to 88.5% for the Leadership Conference. According to the ratings received by the faculty members, consistently the highest section of the workshops was the Purpose section with an average rating of 83.14%, followed by Arrangement, with an average rating of 82.29%, then Strategies, with an average rating of 76.85%, and finally Quality, with an average 76.29%. Evaluation of the instruments used for the evaluation of workshops, accepted scores of 80% and above as entirely satisfactory, 50% to 79% as somewhat satisfactory, and scores below 50% as clearly unsatisfactory. The mean rating for all workshops held by the SPARK Project over its three-year life was 79.64%.

General comments received concerning the workshops ranged from, "I was disappointed in the presentation," and "The material involved little that was stimulating," to "Discussions were nonexistent," to more favorable comments such as, "I found the sessions exciting," and "The presenters were well prepared and enthusiastic about their topic and task."

The evaluation of the workshops indicated modest success. Some of the sessions were appreciated more than others, but all helped considerably to strengthen the body of knowledge of the TNDP evaluations discussed earlier.

External Evaluations

The evaluation of the North Carolina RETOOL Model by the external evaluators was only partially realized. The critical analyses shared by those visiting the projects were supportive and favorable. Several on-site visits were made and the visitors participated in the training sessions.

Individual faculty members who received specific training through individual grants were also asked to evaluate their experiences specifically. The reports from every individual indicated satisfaction of personal training goals. The evaluations indicated that the time and limited resources spent in the retraining endeavor were indeed cost effective. The SPARK Project funded 35 individual grants for a total of $8,750. The training ranged from upgrading research skills to continuation of essential college courses.

In an effort to gain perspective on the entire project, an evaluation was made of the SPARK experience by those persons participating in either group or individual training, or both. A questionnaire was developed composed of questions concerning communication of the project and training to the individual faculty member, timing of the workshops, evaluation of the information received by his/her students and faculty members, as well as strengths and weaknesses of the model.

The project evaluation was divided into four sections:

1. SPARK access
2. SPARK training application procedure
3. Information: Received and shared
4. Specific evaluation

The project evaluation indicated that SPARK was 83.9% effective in providing information to the faculties for whom the training was designed. Availability of information to the individual faculty members received the lowest rating (76.5%), and availability of needed forms to apply for SPARK training was rated as the highest with a score of 93.3%. The information concerning access to SPARK training and individual funds was handled cooperatively by the SPARK staff through direct mailings and contacts and the CPC representative on each campus. It was obvious that the clear majority of the participating faculty members were encouraged to involve themselves in the SPARK experience as is evidenced by the 89.66% rating received on the evaluation.

	SPARK Access	Yes	No
1.	I was thoroughly informed about the SPARK Project at the beginning of the academic year. By whom__________________________	76.9%	23.1%
2.	I was given information concerning the eligibility requirements for participating in the SPARK training project at the beginning of the academic year.	79.3%	20.7%
3.	Access to the SPARK training project was explained to me and I was given the necessary forms to complete including the Training Needs Diagnostic Profile and the Training Needs Assessment.	93.3%	6.6%

SPARK Access	Yes	No
4. I was informed as to the total amount of the grant which could be funded each individual.	78.57%	21.43%
5. I was informed as to the areas of training which could be funded by the SPARK Project and the method of awarding the grant.	85.71%	14.29%
6. I was encouraged to participate in the SPARK/CPC training project by my superiors.	89.66%	10.34%
	83.9%	16.1%

Section Two, dealing with the North Carolina RETOOL Model, addresses itself to application for training either at the group or individual level. In this section, an overall rating of 86.28% effectiveness was received. The section includes ratings of appropriateness of the group training activities, notification of training, flexibility of personal training, and value of the faculty member working together with the respective departmental chairperson toward a training agreement. The highest effectiveness score was in those areas addressing the flexibility of the Model which allowed the individual faculty member the pursuit of his/her own training as he/she deemed necessary. A rating of 91.67% effectiveness was given for this section.

SPARK Training Application	Yes	No
1. Group training activities presented by the SPARK Project were appropriate to the needs of the participants.	90.48%	9.52%
2. Notice of group training was given far enough in advance and with enough information for me to make the decision and plans to attend.	85.19%	14.81%
3. Personal selection of individual training allowed me the flexibility to pursue areas of need/interest.	91.67%	8.33%
4. The process of generating a Training Needs Agreement between me and my departmental chairperson was profitable.	77.7%	22.22%
	86.28%	13.72%

Please explain____________________

____

Ninety percent of the participants in the group training sessions felt that the materials received in the form of handouts and bibliographies were valuable and useful. The materials received were shared with fellow faculty members in 86% of the cases indicating success in disseminating materials to the faculty who could not attend the training sessions. This also held true for the faculties receiving individual training experiences through the SPARK individual grants.

A lower rating (58.82%) was received concerning the sharing of information received by participating faculty members in Individual and Group Training with other members of the Cooperative Planning Consortium. From the responses, it appears that some method of dissemination by one faculty member to faculty members of other universities would be justified and needed in the future. It is further indicated that, although much training and individual learning has taken place throughout the three-year life of the SPARK project, little has been accumulated which could be shared concretely with other university faculty members in the CPC. The direction of effect concerning improvement in the manner and content of courses taught was definitely positive. Seventy percent of the respondents to the evaluation indicated that the SPARK training allowed for improvement in the courses taught by the faculty members, and the inclusion of this new information/method in their course offerings to students.

Information: Received & Shared

		Yes	No
1.	I received valuable/good information from the group training session(s) which I attended in the form of concepts, strategies, ideas, techniques.	80%	20%
2.	I received valuable/good information from the group training session(s) which I attended in the form of handouts, bibliographies, etc.	90%	10%
3.	I have shared the gains of my workshop participation with my fellow faculty members in my institution.	85.71%	14.29%
4.	I received valuable/good information from the individual training where I received in the form of concepts, strategies, ideas, techniques.	85.71%	14.29%
5.	I received valuable/good information from the individuual training session(s) which I attended in the form of handouts, bibliographies, etc.	75%	25%

		Yes	No
6.	I have shared the gains of my individual training with my fellow faculty members in my institution. How? ____________________ ____________________	80%	20%
7.	I have shared the gains of my individual training with members in the Cooperative Planning Consortium and would be willing to share the information with the entire CPC. How shared?____________ ____________________	58.82%	41.18%
8.	I have information which I have generated as a result of my individual/group training which I would like to share with the CPC.	30.43%	69.57%
9.	The training that I received will positively affect the manner/content of my course taught in the future. How? Please explain________ ____________________	69.23%	30.77%

Strength perceived by the participants of the SPARK Project included the following:

A. Flexibility

B. Statewide training delivery

C. Direct ties with the Cooperative Planning Consortium

D. Variety of training

E. Opportunity for increase in knowledge

F. Individual training

G. Opportunity to exchange ideas

H. Expertise of consultants

I. Quality of materials distributed

J. Leadership

K. Freedom to select own training

This provided substantial documentation relative to the success of the North Carolina strategy of working directly with individual faculty members concerning training needs. The faculties welcomed the chance to increase their knowledge and communicate with faculty from other regions of the state.

Major problems in the North Carolina RETOOL Model were relatively few according to the evaluation given by the participating faculty members. Continuation of training after an initial workshop was a need expressed strongly by 17 of the faculty responding to the evaluations. Follow-up workshops on the same theme to add depth to the knowledge seemed to be desired.

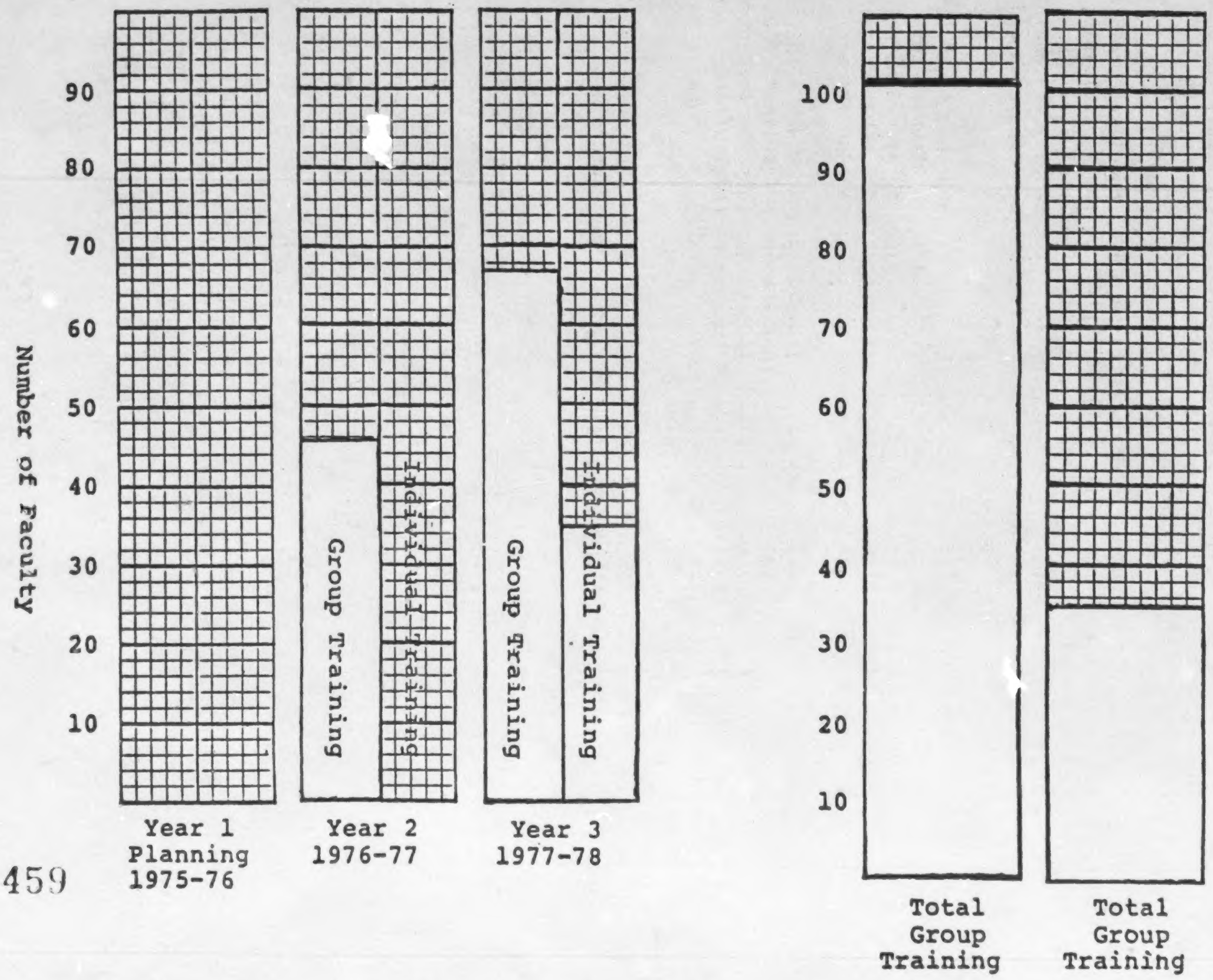
A second area of weakness was the slow "turn-around time" for reimbursement for expenses incurred for training. Although this is an internal matter, one would be well advised to attend to this facet of similar efforts since the efficiency in all other areas can be affected by an inefficiency in the reimbursement process.

Limitations in the size of the individual grants was a third concern. Many of the faculty felt that the North Carolina RETOOL Model could support larger training efforts but that the incentive for substantial training was reduced because of the limitations of funds to the project, and consequently, available to the faculty members wishing additional training.

The data indicate that the evaluation of the SPARK Project depicts success with an effectiveness rating for the project being 79.15%.

During the three-year life of the North Carolina RETOOL Project, SPARK provided training to a total of 147 faculty members (Graph 4). Of this number, 112 were participants in one or more of the seven topical workshops held in the state. Thirty-five faculty members received individual training grants. These faculty members represented 13 of the 22 universities providing special education teacher training in North Carolina. The individual training ranged from contact with the Academy of Physical and Social Development for work in Perceptual Motor Learning Techniques, to an on-site study in Research at the University of North Carolina at Chapel Hill by a faculty member from another university.

The first year of the project was primarily for planning. Year Two started late because budgets could not be finalized by the starting date. A needs assessment and the TNDP, plus the Training Needs Agreement, were produced before the actual training was initiated. Year Three was the major training phase of the project. The total service delivery to 147 faculty members,


Number of Faculty
90
80
70
60
50
40
30
20
10
Group Training
Individual Training
Group Training
Individual Training
Year 1
Planning
1975-76
Year 2
1976-77
Year 3
1977-78
100
90
80
70
60
50
40
30
20
10
Total
Group
Training
Total
Group
Training

GRAPH 4

representing 60% of the universities in the state who provide special education teacher education, indicates an adequate coverage by the network. The geographical coverage for training spanned the entire state which provided opportunities to all universities in North Carolina.

Financial Support

The SPARK Project was funded by the Bureau of Education for the Handicapped National RETOOL Project for a three-year period. The Year One request was in the amount of $1,500. Year Two of the Project was funded in the amount of $20,000 for the operational year. Year Three of the Project was funded in the amount of $31,000.

In addition to grant funds received from the Bureau of Education for the Handicapped for the operation of the RETOOL Project, the University of North Carolina at Chapel Hill, School of Education, Division of Special Education, has supplied office space, furniture, and secretarial equipment for the SPARK Project at no cost to the project.

The State Department of Public Instruction, Division for Exceptional Children, provided additional funds for the training of faculties during Year Two of the project and assisted in conducting a cooperative topical workshop assuming 50% of the cost during Year Three. This type of cooperation was provided to the SPARK Project from its inception.

Summary and Recommendations

A project serving the special education faculty of an entire state has many needs, not the least of which are time, resources, and funds. The SPARK Project was allocated a total of $52,500 for the three-year period of the grant, averaging $17,766.66 per year. The initial projection of $200,000 was made for the ideal operation of the project, and we received 25% of that amount. Adequate funding is critical to the success of a model such as the one adopted by North Carolina. The success of this project was due to the cooperation of the individual universities and colleges toward the end of additional training for their faculties. The project was staffed by two co-directors, a project coordinator, and a part-time secretary. Weaknesses cited in the project evaluation were attributed to the small staff size. The model proposed initially for delivery of services in the state through Regional Planning Centers would have provided for clear and equal dissemination of training across the regions. The model adopted allowed the individuals to receive training but required, in some cases, a concerted effort on the part of the individual to secure access to the training.

It was recognized early that it is critical to be acutely aware of the communication networks already in place in your state and try to interface comfortably with these systems to prevent conflict.

A network of universities responsible for training special educators (Cooperative Planning Consortium) was an essential vehicle for the success of the North Carolina SPARK project. Through this mechanism, critical analysis of the direction of need in teacher education was accomplished. This added planning to the growth of the system as well as a direct pipeline to all of the universities which prepared special education personnel in the state. SPARK drew from this group an Advisory Committee for the direction of training. This committee was inavluable in advising on policies and training decisions.

Direct affiliation with the already functioning human services delivery systems inthe state was most important. In the North Carolina model, direct contact and commitment was made during the planning stages with North Carolina Department of Human Resources, the North Carolina Department of Public Instruction, Division for Exceptional Children, and North Carolina Department of Community Colleges. In addition, involvement was gained with the state professional teachers association, as well as a group of parents and professionals concerned with the well being of exceptional individuals. It is highly recommended that affiliation with such groups be established at the outset of planning. Involvement with these agencies allowed for access to planning data on areas of need and strength, as well as data concerning the state plan for provision of services to exceptional individuals already in place. Duplication would be both costly and unnecessary. This strategy allowed quick access to the system for the North Carolina Model.

The structure for the SPARK Project addressed the needs of the individual faculty member and worked to satisfy those training needs. It is recommended that consideration be given to the manner in which the model design impacts upon the person entering the system. The North Carolina model allowed for entry at a very personal level, following a training needs evaluation with specific targets already identified by the trainee. This approach provided flexibility and structure.

The SPARK model provided an evaluation tool for the individual faculty member to use to ascertain his/her level of training need. It is recommended that some form of evaluation be made by the individual to gather information on an area of specific need. This is critical if the SPARK model is adopted by others.

The SPARK Project was created to fill a void felt by the Cooperative Planning Consortium of Special Education Teacher Training Programs in higher education in 1976. The project provided a staff development arm for the consortium and established a strong communication network with the member universities of the consortium, both public and private. It provided specific training to 147 individual faculty members from 60% of the universities in the state.

Through the endeavors of the North Carolina RETOOL Project and the cooperation of all the universities and colleges in the state, the North Carolina Department of Human Resources, the North Carolina Department of Public Instruction, Division for Exceptional Children, lay groups and professional teachers' organizations, the project was a success as evidenced by the data presented.

The SPARK Project provided opportunities for the Advancement and Renewal of Knowledge in North Carolina. It is anticipated that cooperative staff development efforts will continue as a result of the linkages that now exist among the training institutions and the present sensitivity to the needs for the professional renewal of faculty.

APPENDIX A

Cooperative Planning Consortium

Resource Assessment

Appendix A

COOPERATIVE PLANNING CONSORTIUM

Resource Assessment

In order to reduce the amount of time required of you to prepare for the visit of the interviewer, a list of items you might wish to collect and a copy of the data collection forms are included in this packet. The items on the Checklist for Supporting Documentation could be assembled and given to the interviewer when he arrives. The list is necessarily long in an effort to take account of similar items being called something different on each campus. These items will serve as the source for the introductory narrative and be used for examples and illustrations. If you have any other items which you feel would be useful, include them too.

Checklist for Supportive Documentation

I. Public relations materials

1. School of Education catalog (or any other publication that lists graduate and undergraduate courses)
2. Campus map
3. Recruiting brochures (fact sheet, Q & A sheet)
4. Program brochures (fact sheet, Q & A sheet)
5. Announcements of institutes, workshops, etc.
6. Direct services brochures (fact sheet, Q & A sheet)
7. Financial aid brochures (scholarships, fellowships, etc.)
8. Newsletter (sample issue)
9. Any other public relations materials

II. Evaluation Procedures (limit to the last two years)

1. Reports of need studies (faculty-staff needs, school needs, in-service needs, manpower needs, pupil needs)
2. Self-study reports
3. Student surveys
4. Graduate follow-up studies
5. Student and faculty evaluation procedures
6. Course evaluations
7. Competency lists

III. Program Administration

1. Program history overview
2. Program philosophy and goals
3. Future program plans
4. Curriculum policy statements
5. Organization chart

Note: It would be most helpful if any of the above items are segments of a larger report, to have the bibliographic information in order to make appropriate cites.

Terms and Symbols List

A. Personnel: Express in Full Time Equivalents. This section may be easier to complete after the Faculty Overview has been done.

The teaching, research, and administration categories refer to faculty members.

The support and other categories refer to non-faculty personnel such as clerical workers, media technicians, full-time research assistants (not students), administrative assistants, program associates (not students) etc.

B. Courses: Those courses which may be taken by both graduates and undergraduates should be counted as undergraduate.

Special refers to institutes, etc.

C. Enrollees: Beginning with the current (1974-75) year, list the number of full-time and part-time students the institution expects to graduate for the next five years. It may be that there will be no undergraduate or special students to record after 1975-76.

Special refers to those individuals who attend the institutes or are non-degree-seeking students.

D. Financial Resources: Use figures for the current (1974-75) year.

Basic State Program Support refers to the University budget, Federal Program Support refers to funds from Federal grants, Private Program Support would be monies from private sources such as foundation, businesses, etc.

State Contracts would refer to monies earned for services contracted for by the State Department of Public Instruction, Federal Contracts are for services contracted for by a Federal Agency, Local Contracts would include services contracted for by a local governmental unit such as a school board, etc., Private Contracts are for services contracted for by a private agency.

For Student Stipends indicate the total dollar amounts available from each of the four funding sources by level of preparation.

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E. Direct Services: Responses should be based on the current (1974-75) year. Record direct services in terms of the number of each type of primary customer for whom each service is provided.

Training refers to activities other than degree-granting training activities.

Evaluation would be third-party in nature.

Assessment refers to the clinical assessment of children.

Information refers to dissemination activities--library, materials, etc.

F. Program Scope: Check each specialty area in which graduate or undergraduate training is offered at the preschool, elementary, or secondary level.

G. Facilities: Under Owned Facilities list those that belong to the institution and are utilized in the training program--classrooms, clinics, laboratory schools, etc. It might be helpful to think of these as "space you control."

Under Used Facilities list those that do not belong to your institution but are used as an integral part of your training program--programs operated by other agencies (Wright School, Western Carolina Center, mental health centers, space in a hospital, etc.). It may be helpful to think of these as "space someone else controls."

H. Research and Development: For each grant list the title of the grant, the Full Time Equivalents of faculty members working on the grant, the total dollar amounts of the grant, the funding source, and the number and total dollar amounts of student stipends included in the grant, if any.

Faculty Overview: Race: Caucasian-C, Black-BL, Chicano-CC, Chinese-CN, American Indian-ID, Japanese-JN, Puerto Rican-PR, Other-OT.

Appointment Date: date first appointed to the University

Record the total amount of time the faculty member is employed by the University in Total FTE. Record the amount of time the faculty member spends teaching, doing research, in administration, providing direct services, and in other employment-related activities.

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Fold the righthand end of the sheet over so that the name line on the front is aligned with the corresponding line on the back.

For advisees, give the total number at the master's level and at the doctoral level separately.

Source of support--list whether it is basic state program support (university money), State contract money, Federal grant money, local or private support.

The key for the specialty area is at the bottom of the page. Circle all of the areas of specialization that the faculty member has.

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Summary of Graduates: There should be a separate sheet(s) for each of five years--1973, 1974, 1975, 1976, 1977. There will be no placement information for the projected 1975, 1976, or 1977 graduates.

The following key is a slight modification of the modification of the BEH list:

Preparation Information: race: Black-BL, Chicano-CC, Chinese-CN, American Indian-ID, Caucasian-C, Japanese-JN, Puerto Rican-PR, Other-OT

preparation level: bachelor's-B, certification-C, master's-M, doctoral-D

specialty area: the student's major area/concentration; 1-hearing impaired, 2-speech impaired, 3-visually impaired, 4-physically handicapped, 5-emotionally troubled, 6-mentally handicapped, 7-learning disabled, 8-gifted, 9-autistic, 10-hospitalized, 11-homebound, 12-pregnant, 13-delinquent, 14-multihandicapped, 15-non-categorical.

education level: level the student is being prepared to work with; preschool-PS, elementary-E, secondary-S, combined-CB

financial support: state-S, federal-F, local-L, private-P

inservice or pre-service: a check will suffice; for the pre-service student check whether he is full-time or part-time

Placement Information: position type: administrator-AD, college/university teacher-CUT, college/university researcher-CUR, consultant/itinerant teacher-CIT, resource room teacher-RRT, special class teacher-SCT, speech pathologist-SP, supervisor-SU, vocational educator-VE, vocational rehabilitation counselor-VR, physical educator-PE, recreation specialist-RS, audiologist-AU, school psychologist-SCP, continuing education for advanced degree-CU, unemployed-UN, regular education position-RE

specialty area: type of children being served in this position; Use the same number code as was used in specialty area under Preparation Information.

educational level: the educational level of the children this position serves; preschool-PS, elementary-E, secondary-S, combined-CB placement type: setting in which this person is working; clinic/hospital-CH, community agency-CA, college/university-CU, federal agency-FA, private practice-PP, public school district-PSD, residential center-RC, special day school-SDS, state agency-SA, unknown-UN

geographic location: list the name of the town or city in which this setting is located, whether this location is rural, suburban, or urban, and the name of the state

INSTITUTIONAL OVERVIEW

Year ______

Institution: ______________________ Program Representative: ______________________

A. Personnel: (# FTE)

	Teaching	Research	Administration	Support	Other	TOTAL
Graduate						
Undergraduate						
Special						
TOTAL						

B. Courses: (#)

	On-campus		Off-campus		
	Academic Year	Summer Sess.	Academic Year	Summer Sess.	TOTAL
Graduate					
Undergraduate					
Special					
TOTAL					

C. Current Enrollees: (#)

	Number to Graduate Each Year					
	1974-75	1975-76	1976-77	1977-78	1978-79	TOTAL
Graduate						
Undergraduate						
Special						
TOTAL						

D. Financial Resources:

	Basic Program Support ($)			
	State Gov't	Federal Gov't	Private	TOTAL
Graduate				
Undergraduate				
Special				
TOTAL				

	Grants + Contracts ($)				
	State Gov't	Federal Gov't	Local Gov't	Private	TOTAL
Graduate					
Undergraduate					
Special					
TOTAL					

	Students Stipends ($)				
	State Gov't	Federal Gov't	Local Gov't	Private	TOTAL
Graduate					
Undergraduate					
Special					
TOTAL					

E. Direct Services: Clients (#)

	Type of Service					
	Consulting	Training	Evaluation	Assessment	Information	Other
School Boards						
Administrators						
Supervisors						
Teachers						
Parents						
Children						
Other						

F. Program Scope:

	Hearing Impaired		Speech Impaired		Visually Impaired		Physically Impaired		Emotionally Impaired		Mentally Impaired		Learning Disabled		Gifted		Autistic		Hospitalized		Homebound		Pregnant		Delinquent		Multi-handicapped		Non-categorical	
	G	U	G	U	G	U	G	U	G	U	G	U	G	U	G	U	G	U	G	U	G	U	G	U	G	U	G	U	G	U
Preschool																														
Elementary																														
Secondary																														

Check each specialty/level unit included in the program.

G. Facilities:
(List)

Owned

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

Used

1. ______________________________

2. ______________________________

3. ______________________________

Used (continued)

G.

4. ____

5. ____

6. ____

7. ____

8. ____

9. ____

10. ____

H. Research and Development:
(List)

Faculty Research Grants

Title	Faculty	Amount	Source	Student	Stipends
	(FTE)	($)	(S,F,L,P)	#	$
TOTALS					

1974-75 FACULTY OVERVIEW

Name	Age	Sex M/F	Race C,N,I,O	Highest Degree:	Date of Degree:	Institution Granting Degree:	Appt. Date:	Current Rank

	Assignments (in FTE)							
Total FTE	Teach.	Research	Admin.	Direct Services	Other	Advisees (#) M D	Source of Support (S,F,L,P)	Specialties (circle all applicable)
								1 2 3 4 5 6 7 8 9 10 11 13 14 15
								1 2 3 4 5 6 7 8 9 10 11 13 14 15
								1 2 3 4 5 6 7 8 9 10 11 13 14 15
								1 2 3 4 5 6 7 8 9 10 11 13 14 15
								1 2 3 4 5 6 7 8 9 10 11 13 14 15
								1 2 3 4 5 6 7 8 9 10 11 13 14 15
								1 2 3 4 5 6 7 8 9 10 11 13 14 15
								1 2 3 4 5 6 7 8 9 10 11 13 14 15
								1 2 3 4 5 6 7 8 9 10 11 13 14 15
								1 2 3 4 5 6 7 8 9 10 11 13 14 15
								1 2 3 4 5 6 7 8 9 10 11 13 14 15
								1 2 3 4 5 6 7 8 9 10 11 13 14 15
								1 2 3 4 5 6 7 8 9 10 11 13 14 15
								1 2 3 4 5 6 7 8 9 10 11 13 14 15
								1 2 3 4 5 6 7 8 9 10 11 13 14 15
								1 2 3 4 5 6 7 8 9 10 11 13 14 15

1-Hearing impaired; 2-Speech impaired; 3-Visually impaired; 4-Physically handicapped; 5-Emotionally troubled; 6-Mentally handicapped; 7-Learning disabled; 8-Gifted; 9-Autistic; 10-Hospitalized; 11-Homebound; 13-Delinquent; 14-Multihandicapped 15-Non-categorical

UNC SPECIAL EDUCATION PROGRAMS

Summary of Graduates

Year __________

Student	Sex	Race	Preparation Information								Placement Information					
			Preparation Level	Specialty Area	Education Level	Financial Support		In-Service	Pre-Serv.	Posi. Type	Special Area	Educ. Level	Placement Type	Geographic Location		
						Source	Amount		FT PT					Town/City	RSU	State

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

Unit ____________________

FACULTY

- Sex
  - M
  - F
- Race
  - WH
  - BL
  - CC
  - Oth
- Age
  - 20-35
  - 36-50
  - 51-65
- Degree
  - M
  - D
- Rank
  - Adjunct
  - Lect
  - Assist
  - Assoc
  - Prof
- Area
  - HI
  - SP
  - VI
  - C/HI
  - ED
  - MR
  - LD
  - G/T
  - Autis
  - Thr rec
  - Non-c

- Assignment
  - Teach
    - U
    - G
  - Res
    - U
    - G
  - Admini
    - U
    - G
  - Dir ser
  - Other
  - Total FTE
  - Advisees
- Support
  - St
  - Fed
  - Pvt
- Direct Services
  - Consult
  - Train
  - Eval
  - Assess
  - Info
- Faculty Grants
  - #
  - $
- Staff

PROGRAM

- Program Scope
  - HI
  - SP
  - VI
  - C/HI
  - ED
  - MR
  - LD
  - G/T
  - Non-c
- Program Support
  - Basic
    - St $
    - Fed $
  - Grant/contract
    - St $
    - Fed $
  - Stipends
    - St $
    - Fed $
- Facilities
  - Office
  - Class/clinic
  - Practicum
- Courses
  - On-campus
    - Acad yr--U
    - Acad yr--G
    - Sum ses--U
    - Sum ses--G
  - Off-campus
    - Acad yr--U
    - Acad yr--G
    - Sum ses--U
    - Sum ses--G
  - Special inst
- Certification

STUDENTS

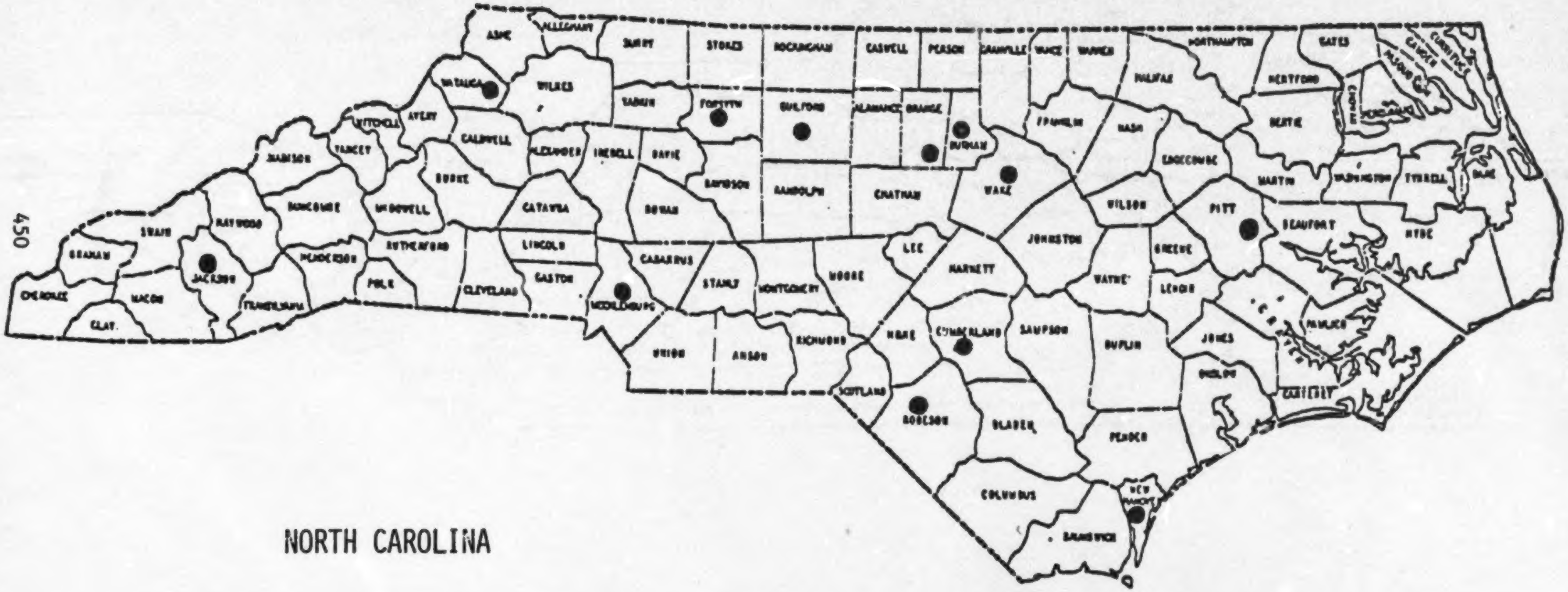
	Enrollees U	Enrollees G	Graduates U	Graduates G
Total				
1972-73	///	///		
1973-74	///	///		
1974-75			///	///
1975-76			///	///
1976-77			///	///
Sex				
M				
F				
Race				
WH				
BL				
ID				
CC				
Oth				
Area				
VI				
C/HI				
ED				
MR				
LD				
Pre-service				
PT				
FT				
Support				
St				
#				
$				
Fed				
#				
$				

	Graduates U	Graduates G
Position		
Admin		
Col/univ tch		
Con/itin tch		
Res rm tch		
Spec cl tch		
Speech path		
Super		
Voc ed		
Phys ed		
Reg ed		
Cont ed		
Unknown		
Placement		
Clinic/hos		
Com agency		
Col/univ		
Pub sch dis		
Resi cen		
Spec day sch		
State agency		
Unknown		
Serving		
Preschool		
Elementary		
Secondary		
Combined		
Location		
Rural NC		
Suburban NC		
Urban NC		
Other state		
Unknown		

APPENDIX B

Special Education Programs
in
North Carolina

Appendix B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FORSYTH
GUILFORD
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ORANGE
DURHAM
FRANKLIN
NASH
BERTIE
EDGECOMBE
MARTIN
WASHINGTON
TYRRELL
DARE
MITCHELL
AVERY
CALDWELL
ALEXANDER
IREDELL
DAVIE
DAVIDSON
RANDOLPH
CHATHAM
WAKE
WILSON
PITT
BEAUFORT
HYDE
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YANCEY
BUNCOMBE
McDOWELL
BURKE
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ROWAN
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SWAIN
GRAHAM
CHEROKEE
CLAY
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TRANSYLVANIA
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RUTHERFORD
POLK
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GASTON
MECKLENBURG
CABARRUS
STANLY
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MOORE
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HARNETT
JOHNSTON
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CARTERET
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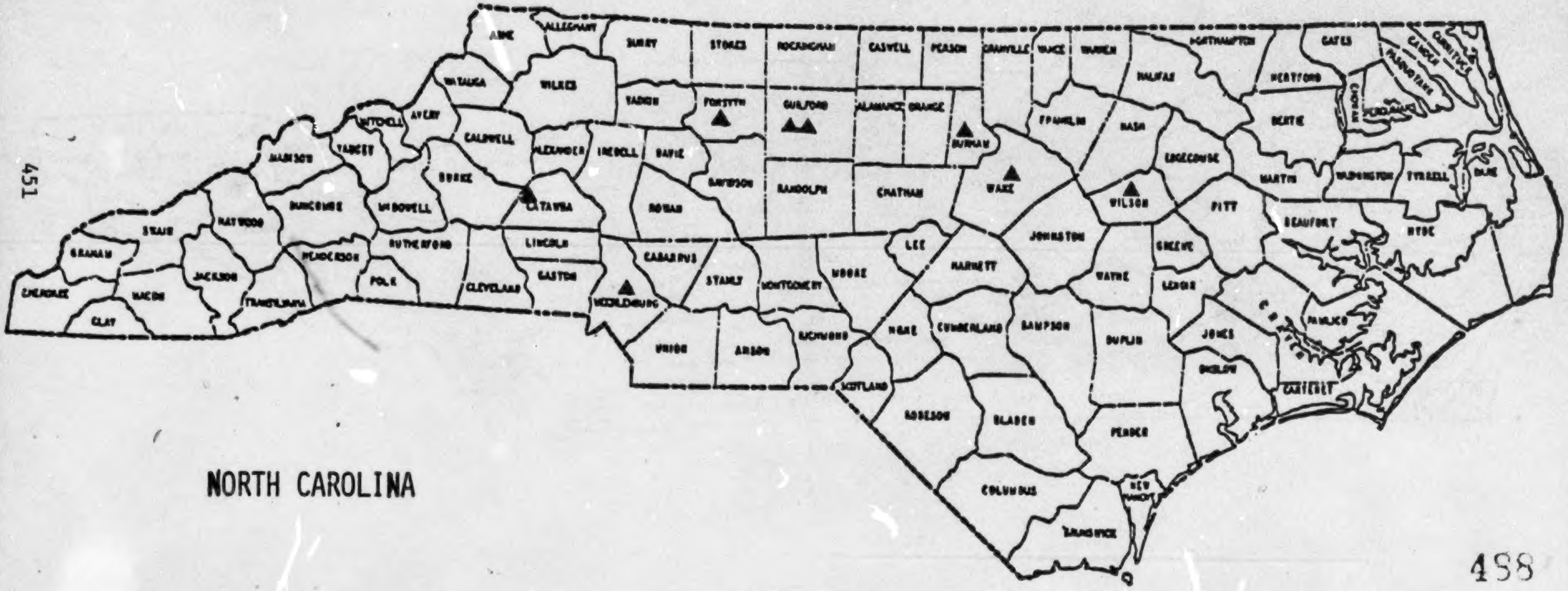
RICHMOND
SCOTLAND
HOKE
CUMBERLAND
SAMPSON
DUPLIN
ROBESON
BLADEN
PENDER
COLUMBUS
NEW HANOVER
BRUNSWICK
NORTH CAROLINA

● Public Institutions of Higher Education with Special Education Programs

Appendix B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ROBESON
BLADEN
PENDER
NEW HANOVER
COLUMBUS
BRUNSWICK
NORTH CAROLINA

▲ Private Institutions of Higher Education with Special Education Programs

APPENDIX C

Training Needs Diagnostic Profile

Appendix C

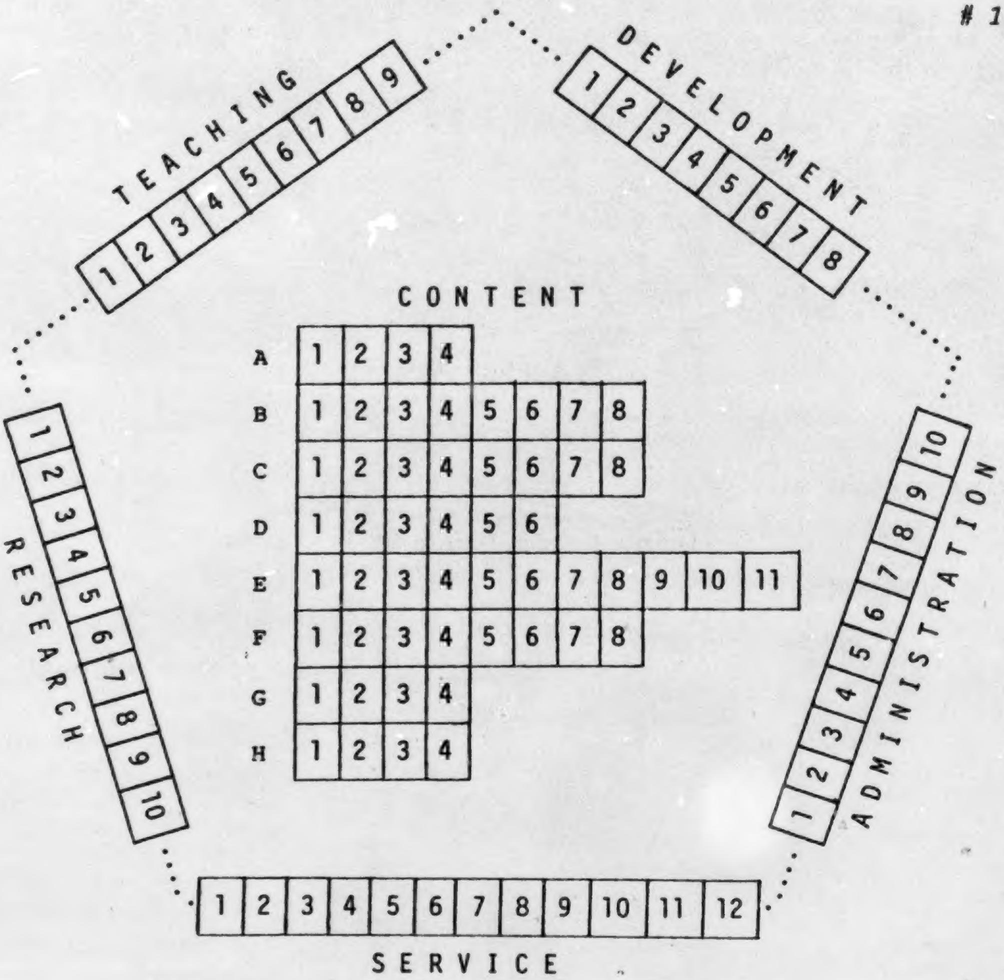
SPECIAL EDUCATION

SYSTEM FOR PROFESSIONAL ADVANCEMENT AND RENEWAL OF KNOWLEDGE

TRAINING NEEDS DIAGNOSTIC PROFILE

Scoring Scale

# 1 & 2	◪
# 3	■
# 4	☒


TEACHING 1 2 3 4 5 6 7 8 9
DEVELOPMENT 1 2 3 4 5 6 7 8
ADMINISTRATION 1 2 3 4 5 6 7 8 9 10
SERVICE 1 2 3 4 5 6 7 8 9 10 11 12
RESEARCH 1 2 3 4 5 6 7 8 9 10

CONTENT

A	1	2	3	4							
B	1	2	3	4	5	6	7	8			
C	1	2	3	4	5	6	7	8			
D	1	2	3	4	5	6					
E	1	2	3	4	5	6	7	8	9	10	11
F	1	2	3	4	5	6	7	8			
G	1	2	3	4							
H	1	2	3	4							

Name ______________________ Institution ______________________

Rank ______________________ Administrative Title ______________________

Primary Work Responsibility ______________________

____

Emphasis Area of: Bachelor's Degree ______________________ Date Awarded ______

Master's Degree ______________________ Date Awarded ______

Doctorate Degree 490 ______________________ Date Awarded ______

Date ______________________

Form SPARK-TN-1
1/77

DIRECTIONS: On the scale to the right of each item please *__circle__* *the number which corresponds to* *__your__* *perception of your own knowledges and skills in that area.*

1. *possess little or no knowledge/skill in this area and desire training*
2. *possess some knowledge/skill in this area and desire additional training*
3. *possess a great deal of expertise in this area*
4. *this area is irrelevant to my work responsibilities*

CONTENT

A. CHILD DEVELOPMENT

Please rate your knowledge and/or skills in the area of:

1. normal early (0-8 years) child development [gross motor, fine motor, perception, cognition, language, affective] 1 2 3 4
2. normal adolescent development [physical needs--safety, shelter, health, nutrition, growth, & puberty; socio/emotional--sense of worth, personal control, love, belonging, body image, future expectations, competence; intellectual--value formation, reasoning] 1 2 3 4
3. deviant early childhood development--mild to profound 1 2 3 4
4. deviant adolescent development--mild to profound 1 2 3 4

B. PSYCHOLOGICAL ASPECTS

Please rate your knowledge and/or skills in the area of:

1. basic learning research with normal populations [discrimination; paired-associate; perceptual-motor, verbal and social learning; memory; learning set; transfer] 1 2 3 4
2. basic learning research with handicapped populations 1 2 3 4
3. affective correlates with normal populations [motivation-related constructs, self image, locus of control, risk taking] 1 2 3 4
4. affective correlates with handicapped populations 1 2 3 4
5. theoretical contributions to learning and performance of the handicapped [field theory, attention, memory trace, neurological organization, behavior analysis, cognitive-developmental] 1 2 3 4
6. information processing and problem solving [theories, models, and intervention research concerning cognitive styles, reflection-impulsivity, language, problem solving strategies, sensory modes for processing information] 1 2 3 4
7. models of and research in intellectual functioning, development, and assessment 1 2 3 4
8. major conceptual and intervention strategies for language 1 2 3 4

C. SOCIOLOGICAL ASPECTS

Please rate your knowledge and/or skills in the area of:

1. sociological factors that affect development 1 2 3 4

2. parent-family factors [response to birth and rearing of handicapped, coping strategies, parent groups, parent training] 1 2 3 4

3. historical development of training, treatment, and educational institutions for the handicapped [social forces and events influencing views toward and interventions with the handicapped] 1 2 3 4

4. origin and nature of institutional models [residential, day school, and special-purpose facilities; comparison of past, present, future models of treatment with a focus on effects of intervention efforts] 1 2 3 4

5. research on social roles, social stereotypes, social development, and person perception related to exceptionality [comparison of deviance, disability, and alienation frames of reference to identification and intervention] 1 2 3 4

6. normalization research 1 2 3 4

7. cascade of services 1 2 3 4

8. special education as cognitive, affective, ecological adaptations of environment [major organizational, curricular and intervention efforts] 1 2 3 4

D. BIOMEDICAL ASPECTS

Please rate your knowledge and/or skills in the area of:

1. principles of central nervous system structure and function [synaptic transmission, control of movement, brain growth, brain-mind liaison] 1 2 3 4

2. brain injury research, infections, diseases of the brain, cerebral palsy, tumors, hydrocephalus, convulsive disorders, trauma, degenerative diseases, spina bifida, and other congenital defects 1 2 3 4

3. genetic material, its actions and laws, genetic aberrations and disorders [metabolic disorders, Down's syndrome, kernicterus, sex chromosome anomalies, genetic counseling] 1 2 3 4

4. biochemical factors [brain chemistry, metabolism, glandular disorders; drugs - side-effects and misuse] 1 2 3 4

5. animal and human research concerning infant and maternal malnutrition, learning and behavior 1 2 3 4

6. chronic disease and disability [disorders of hearing, vision, bones, joints and muscles, respiration, heart and vascular system - treatments and implications] 1 2 3 4

M. METHODS

Please rate your knowledge and/or skills in the area of:

1. standard measurement tools [intelligence tests, screening devices, perceptual-motor tests, language diagnostic tests, academic content areas] as assessment devices of current status and giving suggestions for educational programming [administering, scoring, interpreting, modifying, adapting] 1 2 3 4

2. criterion-reference tools as assessment devices of current status and giving suggestions for educational programming [administering, scoring, interpreting, modifying, adapting] 1 2 3 4

3. long and short term goal setting and establishing instructional objectives 1 2 3 4

4. task analysis 1 2 3 4

5. individualization of instruction 1 2 3 4

6. specific instructional strategies [reading, math, social studies, science, spelling, health, physical education, socialization] 1 2 3 4

7. practice/performance and generalization of newly acquired skills 1 2 3 4

8. behavior management 1 2 3 4

9. interaction analysis 1 2 3 4

10. teacher effectiveness research 1 2 3 4

11. evaluating instructional strategies

F. INSTRUCTIONAL MATERIALS FOR CITIZENS WITH SPECIAL NEEDS

Please rate your knowledge and/or skills in the area of:

1. knowledge of current curriculum practices 1 2 3 4

2. selecting training materials for a specific purpose 1 2 3 4

3. available commercial training materials 1 2 3 4

4. adapting and/or modifying available training materials 1 2 3 4

5. principles of constructing training materials 1 2 3 4

6. self-developed training materials 1 2 3 4

7. use of prosthetic devices 1 2 3 4

8. evaluating instructional materials 1 2 3 4

G. LEGISLATION, LITIGATION, FUTURES

Please rate your knowledge and/or skills in the area of:

1. enabling and restricting legislation relevant to citizens with special needs [implications, regulations, conformance] 1 2 3 4

2. litigation relevant to citizens with special needs [implications, conformance] 1 2 3 4

3. least restrictive alternative principle [implications, implementation] 1 2 3 4

4. alternative futures for special education 1 2 3 4

H. SIGNIFICANT ORGANIZATIONS

Please rate your knowledge and/or skills in the area of:

1. federal and state agency organization and responsibilities [HEW, OE, NIE, BEH, DD Council, SRS, OCD, NIMH, NICHHD, NICH, DPI, DHR, Advocacy Council] 1 2 3 4

2. state and local governmental units [SDPI, DHR, General Assembly, County Commissioners] 1 2 3 4

3. consumer group functions [ARC, ACLD, TAG] 1 2 3 4

4. professional organization functions [CEC, APA, AAMD, SRCD] 1 2 3 4

DEVELOPMENT

Please rate your knowledge and/or skills in the area of:

1.	analysis of existing products	1	2	3	4
2.	establishing a rationale for product development	1	2	3	4
3.	developing alternative prototypes	1	2	3	4
4.	conducting a pilot test of the product	1	2	3	4
5.	refining and modifying a product based on pilot testing	1	2	3	4
6.	conducting a full field test of the product	1	2	3	4
7.	evaluating the product based on field test results	1	2	3	4
8.	product dissemination	1	2	3	4

TEACHING

Please rate your knowledge and/or skills in the area of:

1.	models of instruction in higher education	1	2	3	4
2.	use of instructional alternatives in working with pre- and in-service trainees [lecture, team teaching, independent study, demonstration instruction, large and small group instruction, programmed instruction, computer-assisted instruction, simulation and gaming techniques, microteaching]	1	2	3	4
3.	competency based learning	1	2	3	4
4.	developing instructional packages	1	2	3	4
5.	use of multi-media materials and equipment	1	2	3	4
6.	field supervision of pre- and in-service trainees	1	2	3	4
7.	advisement of pre- and in-service trainees	1	2	3	4
8.	evaluation of student performance	1	2	3	4
9.	evaluation of instruction [self, by student]	1	2	3	4

SERVICE

Please rate your knowledge and/or skills in the area of:

1.	preparing and delivering speeches to lay populations	1	2	3	4
2.	preparing and delivering presentations to peer groups	1	2	3	4
3.	serving on commissions, advisory boards, review panels	1	2	3	4
4.	serving on editorial boards	1	2	3	4
5.	serving as a field reader for proposals	1	2	3	4
6.	serving on a visitation team	1	2	3	4
7.	organizing a workshop, conference, colloquium	1	2	3	4
8.	leadership roles in organizations [professional, consumer]	1	2	3	4
9.	providing direct services [citizens with special needs, parents, service delivery personnel, relevant decision makers]	1	2	3	4
10.	providing technical assistance	1	2	3	4
11.	providing consultation	1	2	3	4
12.	publishing [textbooks, curriculum materials, training materials, pamphlets, films, filmstrips, slide/tape shows, audio tapes, video tapes]	1	2	3	4

RESEARCH

Please rate your knowledge and/or skills in the area of:

1.	types of research studies [historical, descriptive, experimental, conceptual, field-based]	1	2	3	4
2.	problem identification	1	2	3	4
3.	developing hypothesis statements	1	2	3	4
4.	use of retrieval systems	1	2	3	4
5.	selecting populations [sampling techniques]	1	2	3	4
6.	conducting pilot tests	1	2	3	4
7.	data gathering	1	2	3	4
8.	data analysis [use of computer]	1	2	3	4
9.	synthesis of results	1	2	3	4
10.	evaluation of research activities	1	2	3	4

ADMINISTRATION

Please rate your knowledge and/or skills in the area of:

1.	program planning models	1	2	3	4
2.	needs assessment	1	2	3	4
3.	developing program and administrative objectives	1	2	3	4
4.	accessing existing resources	1	2	3	4
5.	developing grants or contracts to generate resources	1	2	3	4
6.	budgeting	1	2	3	4
7.	selecting and managing personnel	1	2	3	4
8.	maintaining internal and external communications	1	2	3	4
9.	use of advisory boards	1	2	3	4
10.	program evaluation	1	2	3	4

Based on the results of this completed self-evaluation, what do you perceive to be three (3) areas in which you should seek advanced training and/or renewal of knowledge?

1.

2.

3.

Please list any areas of perceived training need not solicited by this profile.

1.

2.

3.

APPENDIX D

Training Agreement

COOPERATIVE PLANNING CONSORTIUM OF SPECIAL EDUCATION PROGRAMS
in the
UNIVERSITY OF NORTH CAROLINA

SYSTEM FOR PROFESSIONAL ADVANCEMENT AND RENEWAL OF KNOWLEDGE

TRAINING AGREEMENT

Trainee ______________________________ Date ______________________________

Training Need __________________________ Amount of Grant ______________________________

____

____

TRAINING OBJECTIVES	TRAINING ACTIVITIES	TRAINING EVALUATION

____________________ TRAINEE

__________ DATE

______________________ SPARK Project Officer

______________ DATE

Form SPARK-TN-3

Appendix D

Please describe the relationship of the training requested to program needs at your institution ______________________________

____

____

____

Evaluation:

1. Trainees subjective evaluation of the value of the training received: ______________________________

____

____

____

2. Evaluation of trainee change as a result of the training received: ______________________________

____

____

____

______________ (Trainee)	______________ (Date)	______________ (Program Director)	______________ (Date)
______________ (SPARK Project Officer)	______________ (Date)		

APPENDIX E

SPARK Topical Conference
Evaluation Survey

SPARK Topical Conference

Evaluation Survey

The following survey is intended to help SPARK determine the effectiveness of the Topical Conferences in relation to:

(1) the purposes stated in the conference announcement and at the beginning of the conference

(2) your judgment of the usefulness of the sessions in assisting you to fulfill your role and function as a college/university faculty member

Your thoughtful and honest responses will help us determine if we have a accomplished what we intended and enhance our planning for future training activities.

I. PURPOSES OF THE CONFERENCE

In this section we want to know if you thought the purposes of the conference were appropriate. We do not want to know if these purposes were accomplished, but rather if they were appropriate for meeting your needs as a college/university faculty member. Please rate by circling each purpose according to the following scale using the criteria indicated:

A - Appropriate (80%)

SA - Somewhat Appropriate (50-79%)

NA - Not Appropriate (0-50%)

1. Conference participants will be aware of the purpose of the sessions. A SA NA

2. Conference participants will be aware of the scope and sequence of materials and concepts presented. A SA NA

3. Conference participants will be aware of components necessary to implement the desired program, strategy, or research. A SA NA

4. Conference participants will be familiar with ways of adapting college/university coursework in order to implement a given strategy or concept. (Answer only, if appropriate) A SA NA

5. Conference participants will be aware of a resource consultants for implementation of the effective change learned in this conference. A SA NA

II. CONFERENCE STRATEGIES

In this section we want to know if the strategies selected were appropriate to accomplish either specific or overall conference purposes. Please rate by circling the degree of appropriateness of each conference component according to the following scale using the criteria indicated:

A - Appropriate (80%)

SA - Somewhat Appropriate (50-79%)

NA - Not Appropriate (0-49%)

1. General introductory presentation A SA NA

2. Group discussion on attitudes A SA NA

3. Group discussion on expanding faculty skills A SA NA

4. Small group discussion on expanding faculty skills A SA NA

5. Group discussion on adapting course work A SA NA

Please rate by circling the extent to which the training materials provided you will be useful to you as a college/university faculty member providing training in a mainstreaming model. Rate the materials according to the following scales using the criteria provided.

U - Useful (80%)

SU - Somewhat Useful (50-79%)

NU - Not Useful (0-49%)

1. Presenter-prepared materials on the topic U SU NU

2. Presenter-prepared materials on the topic of expanding faculty skills U SU NU

3. Presenter-prepared materials (published) appropriate to the conference to be used as additional reading or reference U SU NU

III. CONFERENCE QUALITY

In this section we would like you to rate the quality of the presentations. Please rate by circling your perceptions of the quality of the conference components according to the following scale:

G - Good

F - Fair

P - Poor

1. General introductory presentation G F P

   Comments: ______________________________

   ____

2. Panel discussion on attitudes (if applicable) G F P

   Comments: ______________________________

   ____

3. Panel discussion on expanding faculty skills G F P

   Comments: ______________________________

   ____

4. Group simulation of problem areas (solution simulation) G F P

   Comments: ______________________________

   ____

5. Panel Discussion on adapting course work G F P

   Comments: ______________________________

   ____

6. Discussion on resource consultant model G F P

   Comments: ______________________________

   ____

IV. CONFERENCE ARRANGEMENTS

Please rate the following aspects of the arrangements for this conference and include any suggestions for similar meetings:

1. Pre-conference information (i.e., materials received by you to assist in your decision to complete an application for the conference) G F P
Comments:____

2. Timing (i.e., in relation to your college/university's program needs) G F P
Comments:____

3. Organization of conference (i.e., sequence of presentations, individual work sessions, opportunities for leisure time, etc.) G F P
Comments:____

4. Location of conference (i.e., ease of access to site, climate, extra-curricular activities, etc.) G F P
Comments:____

5. Accommodations (i.e., conference center's facilities and hospitality) G F P
Comments:____

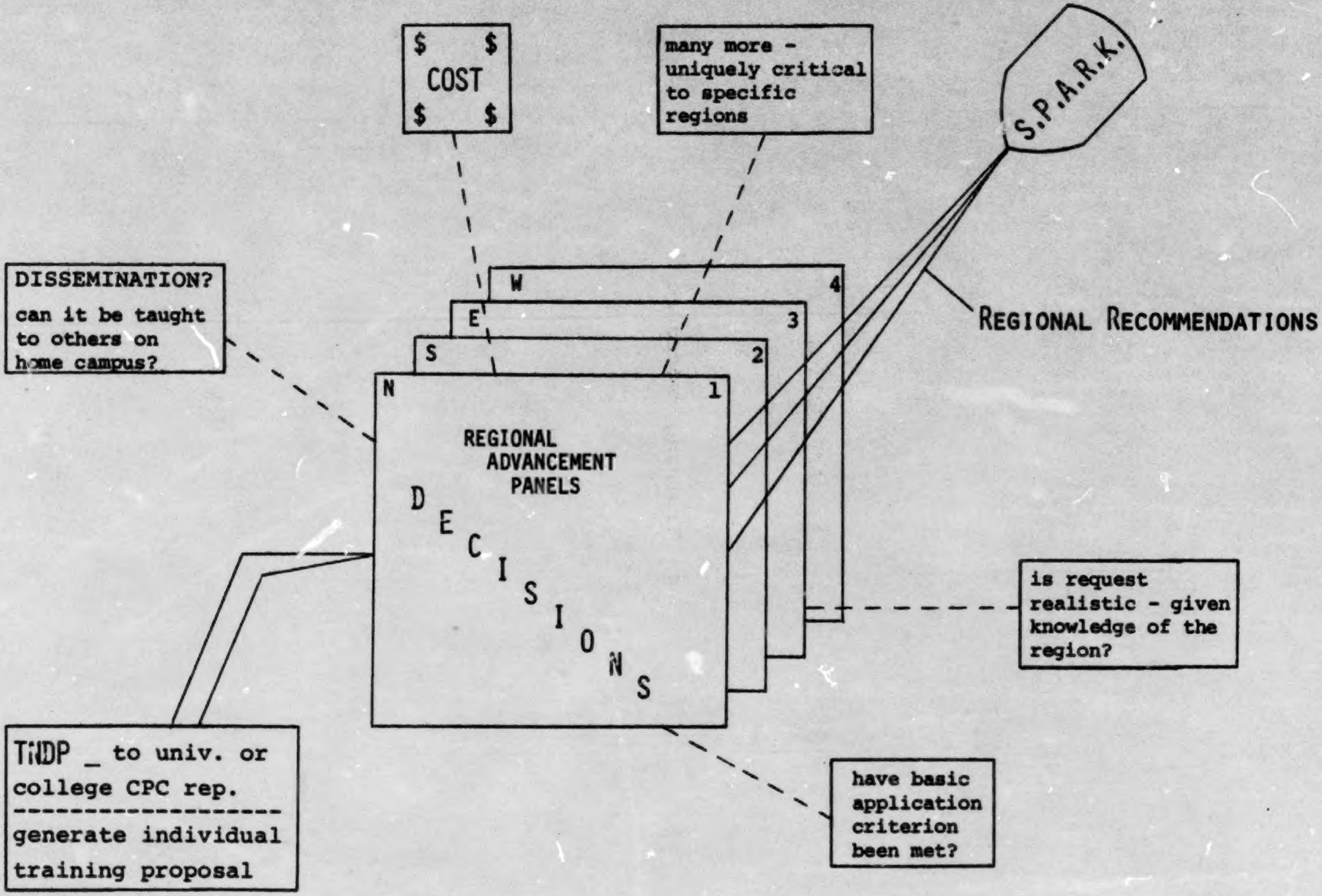
V. GENERAL COMMENTS

Please list below any other comments you would like to make concerning the conference. If additional space is needed, please use the back of this sheet.

Thank you for helping us evaluate this meeting. Please return to Skeet Creekmore, SPARK Coordinator, The University of North Carolina at Chapel Hill, 014 Peabody Hall, NC 27514.

APPENDIX F

Training Proposal


$ $ COST $ $
many more - uniquely critical to specific regions
S.P.A.R.K.
DISSEMINATION? can it be taught to others on home campus?
W 4
E 3
S 2
N 1
REGIONAL ADVANCEMENT PANELS
DECISIONS
REGIONAL RECOMMENDATIONS
is request realistic - given knowledge of the region?
TNDP _ to univ. or college CPC rep.
generate individual training proposal
have basic application criterion been met?

APPENDIX G

Training Procedure

Appendix G

1. TNDP COMPLETED BY INDIVIDUAL FACULTY MEMBER

2. TRAINING NEEDS REVIEWED BY UNIVERSITY REPRESENTATIVE AND FACULTY MEMBER

3. TRAINING AGREEMENT WRITTEN AND SENT TO REGIONAL ADVANCEMENT PANEL

4. REGIONAL ADVANCEMENT PANEL EVALUATES REQUEST OF ASKING QUESTIONS OF:
   1. TRAINING VALIDITY
   2. APPLICABILITY TO UNIVERSITY TRAINING
   3. DISSEMINATION POSSIBILITY

5. R.A.P. FORWARDS TRAINING REQUESTS APPROVED TO SPARK COORDINATOR

6. SPARK COORDINATOR DETERMINES FUNDABILITY OF REQUESTS - FORWARD COPY OF REQUESTS TO:
   1. CHAIRPERSON OF SPARK REVIEW COMMITTEE
   2. SPARK REVIEW COMMITTEE MEMBERS - OTHER THAN THOSE IN REGIONS THAT REQUESTS CAME FROM.

7. SPARK FUNDING GRANTED IF ALL CRITERION FOR SAME MET - NO OBJECTIONS BY CPC ADVISORY PANEL

8. SPARK TRAINING IMPLEMENTED

9. EVALUATION OF TRAINING EXPERIENCE SUBMITTED TO SPARK COORDINATOR - TIME LINE TO BE SET

10. COPIES OF EVALUATION ALONG WITH AGREEMENT DISSEMINATION TO OTHER FACULTY IN UNIVERSITY OR REGION IF APPLICABLE RECEIVED SPARK COORDINATOR

11. DISSEMINATION EVALUATION (FILLED OUT BY ON-CAMPUS FACULTY MEMBERS NOT DIRECTLY TRAINED BY SPARK) RECEIVED BY SPARK COORDINATOR - MADE AVAILABLE BY FACULTY MEMBERS TRAINED.

APPENDIX H

Summary of Faculty Training Needs Assessment

Appendix H

THE UNIVERSITY OF NORTH CAROLINA
SUMMARY OF FACULTY TRAINING NEEDS ASSESSMENT

Cooperative Planning Consortium of Special Education Training Programs
April 1, 1976

Institution - SUMMARY - 4/2/76

OVERVIEW

Total # of faculty responding to survey	326
# with academic preparation relevant to children with special needs	144
# having work experience at the service delivery level with children with special needs	148
# having publications relevant to children with special needs	105
# involved in service activities related to children with special needs	140

PREVIOUS UNIVERSITY WORK ACTIVITIES

# having held employment in other colleges/universities	165
# having engaged in teaching courses	114
# having engaged in non-credit teaching activities	39
# having served as administrators	29
# having served as clinical staff	18
# having engaged in research and development	22

CURRENT UNIVERSITY WORK ACTIVITIES

# teaching courses	291
# engaging in non-credit teaching activities	159
# serving as administrators	76
# serving as clinical staff	31
# engaging in research and development	56

AREA OF EXPERTISE

# faculty with area of expertise relevant to children with special needs: (faculty members may declare more than one)	
# mental retardation	55
# emotional disturbance	20
# learning disabilities	26
# crippled/health impaired	9
# visually impaired	1
# speech/language impaired	34
# hearing impaired	21
# gifted/talented	12
# early childhood	21
# adult education	-
# remedial reading	13
# remedial math	2
# distributive education	-
# vocational rehabilitation	2
# physical therapy	6
# school psychology	3
# counseling	4
# adapted physical education	10
# educational administration	6
# occupational therapy	1
# research	4
# teaching or advising students outside area of expertise	70

ADVANCED TRAINING

# desiring advanced training	213
purpose for desiring training:	
# wishing to update skills	139
# wishing to acquire new skills	224
# other	16
areas of training desired: (faculty members may indicate more than one)	
# mainstreaming	112
# multiply handicapped	78
# parent education	81
# early childhood	65
# cateer education	28
# litigation/advocacy	58
# research techniques	79
# higher education instructional techniques	85
# cross/non-categorical	89
# categorical area	

# MR	71	# VI	11
# ED	50	# SI	23
# LD	88	# HI	28
# C/HI	8	# G/T	23

# other	

preferred training models:	# 1st Choice	# 2nd Choice	# 3rd Choice
faculty exchange	16	19	26
post-doctoral fellowship	66	60	10
sabbatical/release time	103	68	30
internship	11	7	17
clinical placement	3	17	14
practicum	7	9	2
site visitations	16	10	18
summer workshops	27	27	25
short-term workshops	16	25	15
topical conferences	14	20	22
correspondence courses	0	2	1
programmed materials	5	2	15
media packages	3	5	9
advanced degree programs	22	8	6
others	6	2	1

APPENDIX I

Workshop Announcement

and

Application Form

SPARK

SYSTEM FOR PROFESSIONAL ADVANCEMENT AND RENEWAL OF KNOWLEDGE

ANNOUNCES

a group training activity for faculty of programs training

Special Educators

Speech and Hearing Specialists

School Psychologists

Adaptive Physical Educators

ON THE TOPIC OF

TECHNICAL ASSISTANCE AND TRAINING FOR LOCAL EDUCATION AGENCIES

SPARK - TECHNICAL ASSISTANCE AND TRAINING WORKSHOP

Hilton Inn
Interstate 85
Burlington, NC

Thursday, May 5, 1977

3:00 p.m. - 5:00 p.m.	Introduction and Overview of Technical Assistance
6:00 p.m. - 9:00 p.m.	Program Plan as the First Step of the Technical Assistance Cycle

Friday, May 6, 1977

9:00 a.m. - 10:00 a.m.	Needs Assessment Procedures
10:00 a.m. - 12:00 noon	Technical Assistance Agreement Writing
12:00 noon - 1:00 p.m.	Lunch
1:00 p.m. - 3:00 p.m.	Methods of Delivery of Technical Assistance and Training
3:00 p.m. - 4:00 p.m.	Feedback and Evaluation

Coordinator - Dr. David L. Lillie, Director, Technical Assistance Development System, UNC-CH

Staff of the Technical Assistance Development System (TADS) at the University of North Carolina at Chapel Hill will conduct a workshop on technical assistance principles and procedures.

The Technical Assistance Development System is a Bureau of Education for the Handicapped funded program that has been in operation since 1971 providing technical assistance and training to pre-school special education projects located across the country.

The purpose of this workshop is to present a structured system of providing training and technical assistance as methodologies on planning and implementing training to local education agencies.

The objectives:

1) Participants will be aware of principles of technical assistance on which the TADS model in founded.

2) Participants will know each of the four components of a comprehensive technical assistance process.

3) Participants will be aware of specific ways this model of technical assistance can be applied to in-service training.

* * * * * *

Through funding provided by the Bureau of Education for the Handicapped SPARK will provide the training and training materials while the Division for Exceptional Children has made available through funds provided by P.L. 91-230 Education of the Handicapped Act, Part D, up to 25 traineeships of $15 per day ($30 total) to particiapnts.

* * * * * *

Interested special education, school psychology, speech and hearing, and adaptive physical education faculty should complete the application on the back of this announcement and return it to the SPARK office before April 18, 1977. Participants will be selected on a first-come basis and will receive notification of acceptance by April 25.

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APPLICATION

SPARK - TECHNICAL ASSISTANCE AND TRAINING WORKSHOP

Name ______________________________ Date __________
(please print)

Home Address ______________________________

Office Address ______________________________

____

Home Phone __________ Office Phone __________ Soc. Sec. # __________

Please check the appropriate items:

Rank:
___ Professor
___ Associate
___ Assistant
___ Lecturer/Instructor
___ Clinical/Adjunct

Area:
___ Special Education
___ School Psychology
___ Speech and Hearing
___ Adaptive Physical Education
___ Other, specify __________

Status:
___ Full time
___ Part time

Years of College/University Teaching: ______

What is your primary work responsibility? ______________________________

____

Please return completed application to:

Ms. Roxie R. Smith
General Administration
The University of North Carolina
P. O. Box 2688
Chapel Hill, NC 27514
(919/933-6981)

If accepted, will you need overnight accommodations at the Hilton Inn? _____

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APPENDIX J

SPARK Evaluation

SPARK EVALUATION

	YES	NO
1. I was thoroughly informed about the SPARK project at the beginning of the academic year. By whom______________________________	________	________
2. I was given information concerning the eligibility requirements for participating in the SPARK training project at the beginning of the academic year.	________	________
3. Access to the SPARK training project was explained to me and I was given the necessary forms to complete including the Training Needs Diagnostic Profile and the Training Needs Agreement.	________	________
4. I was informed as to the total amount of the grant which could be funded each individual.	________	________
5. I was informed as to the areas of training which could be funded by the SPARK project and the method of awarding the grant.	________	________
6. I was encouraged to participate in the SPARK/CPC training project by my superiors.	________	________
1. Group training activities presented by the SPARK project were appropriate to the needs of the participants. Somewhat__________	________	________
2. Notice of group training was given far enough in advance and with enough information for me to make the decision and plans to attend.	________	________
3. Personal selection of individual training allowed me the flexibility to pursue areas of need/interest.	________	________

	YES	NO
4. The process of generating a Training Needs Agreement between me and my departmental chairperson was profitable. Please explain ____________________ ______________________________	______	______
1. I received valuable/good information from the group training session(s) which I attended in the form of concepts, strategies, ideas, techniques.	______	______
2. I received valuable/good information from the group training session(s) which I attended in the form of handouts, bibliographies, etc.	______	______
3. I have shared the gains of my workshop participation with my fellow faculty members in my institution.	______	______
4. I received valuable/good information from the individual training where I received in the form of concepts, strategies, ideas, techniques.	______	______
5. I received valuable/good information from the individual training session(s) which I attended in the form of handouts, bibliographies, etc.	______	______
6. I have shared the gains of my individual training with my fellow faculty members in my institution. How? ______________________________ ______________________________	______	______
7. I have shared the gains of my individual training with members in the Cooperative Planning Consortium and would be willing to share the information with the entire CPC. How shared? ______________________ ______________________________	______	______

	YES	NO
8. I have information which I have generated as a result of my individual training which I would like to share with the CPC.	______	______
9. The training that I received will positively effect the manner/content of my course taught in the future. How? Please explain ______________	______	______

____

Please list strengths in the SPARK training model and service delivery and explain: ________________________

____

____

____

____

Please list limitation/weaknesses of the SPARK training model and service delivery and explain: ______________

____

____

____

____

Please give your candid recommendations as to improvement of the SPARK concept in the state of North Carolina:

____

____

____

____

	YES	NO
Do you think that the SPARK experience has increased communication between you personally and other faculty at other universities in the state? How? ________________________________ ________________________________	______	______
Please evaluate the SPARK experience in terms of effectiveness as a training model for univeristy faculty in North Carolina: ______________________ ________________________________ ________________________________ ________________________________ ________________________________		
Thank you sincerely for your response to this questionnaire. The information will be compiled and presented to you and BEH in the form of a final report.		
Skeet Creekmore		

APPENDIX K

Verification of Participation

VERIFICATION OF PARTICIPATION

-SPARK-

TRAINING ACTIVITY

GROUP ____
INDIVIDUAL ____

Participant's Name ______________________ *Institution* ____________

Address: ______________________________

Phone: ______________ *Social Security #* ______________

Rank: ______________ *Administrative Title:* ______________

Specialty Area: *Special Education* ____
School Psychology ____
Speech and Hearing ____
Adaptive P.E. ____
Other ______________________________

Dates of Training: ______________________________

Training Activities: ______________________________

If you did not attend the scheduled training activities, please explain:

Amount of Award $ ______ *Please return completed from to* *Skeet Creekmore*
Spark Coordinator
Peabody Hall
UNC-Chapel Hill

PROJECT RETOOL IN RETROSPECT

PROJECT RETOOL IN RETROSPECT

Project RETOOL during its operation provided in-service or continuing education to 574 college- and university-level teacher educators in special education. Five unique models in five states were utilized to accomplish this activity, and each proved reasonably effective in accomplishing the overall goals established for the Project. A selected follow-up of individuals who participated in the various models was highly positive with nearly all respondents rating their training as excellent. Those not rating it as excellent were individuals who felt they needed a more intensive experience than that provided by the particular model.

Each member of the follow-up respondents group was queried regarding the degree to which the training had impacted upon his/her present teaching practices. Without exception, all persons contacted indicated residual utilization and application of the information gained in the training experience. All noted that the materials and bibliographies were most useful as well as the opportunity, in some instances, to obtain VTRs on a loan or to-be-dubbed basis. Many indicated that the new knowledges were being disseminated to their students vicariously or incidentally as well as directly. For example, several individuals noted that career education had not been an area of knowledge for them prior to RETOOL participation but had become one after it. As a result, class discussions which related to the topic were now accommodated more comfortably and, indeed, with substantive content. One respondent indicated that his knowledge, and even attitude toward P.L. 94-142 and the IEP, were vastly changed and improved via his training experience.

The effectiveness of Project RETOOL must be viewed much more broadly than its various models or numbers of participants. Other accomplishments occurred which warrant notation as it is viewed here in retrospect.

RETOOL was indeed much more than the development of continuing education delivery models for teacher educators in special education. The organization of RETOOL itself was unique as an undertaking and merits explication for others to emulate. Given the constraints of funding, timeline variabilities which could not be controlled, occasional changes in directors of the various models, and an additional year for the evolution of prototypes, RETOOL realized a significant amount of progress. A retrospective view would be incomplete without focusing attention on this progress and how it was accomplished.

The greatest asset Project RETOOL had was its advisory committee. This group, identified earlier in this document, served a very valuable role in terms of the project's development and direction. The committee served without compensation except for travel expenses and per diem. Even these costs in some cases were not requested by the advisory committee members. Yet, the time in man-hours contributed by these individuals totalled approximately 1,536 hours, equivalent to 192 man-days of work. At the usual rate of $100 per day honorarium, the committee contributed $19,200 to the project.

The advisory committee: (a) assisted in the development of the original proposal to the Bureau of Education for the Handicapped; (b) developed the Request for Proposal (RFP) and its review criteria; (c) reviewed all proposals for funding through RETOOL; (d) reviewed all annual progress reports; (e) made site visits to the various model sites; and (f) served in an advisory role to the project director. In a very real sense, they, in concert with the project director, provided the leadership for Project RETOOL.

Cost-efficiency throughout the project was a necessity due to funding levels and because the project's leadership wished to demonstrate an efficiency of operation. Not once during its funding duration did the project receive an allocation beyond 50% of its requested level. This constraint created major hardships for the operators of models and required considerable alterations in plans for delivery of in-service and continuing education to teacher educators in special education.

In an effort to maximize the flow of monies to the various models, the project director's time commitment and that of his secretary were contributed to the project. A part-time graduate assistant, supplies, minimal travel, printing and communication costs were provided for the project office and the advisory committee. The University of Alabama, which served as fiscal agent, withheld 8% of the allocation for indirect costs. Because the project required subcontracts with five separate entities on a cost-reimbursement basis, the indirect costs were justifiable. When one considers the time contributed by the advisory committee, the project director, and a secretary, the resultant contributions to the project served to nearly offset the cost of the project direct's office. Thus, monies required to directly administer the project were minimized, thereby providing each model with a greater allocation.

The above efficiencies at the director's level did negate some efforts originally planned that in retrospect would have been most valuable to the project. Foremost among these was a proposed newsletter for dissemination on a national basis regarding the project's activities and information of value to practicing teacher educators in special education.

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Reduction in travel costs at the project director's level resulted in reducing, and during the final year, negating the opportunity for the advisory committee to site visit the various models and offer technical assistance. This same constraint placed a significant restriction on meetings of the advisory committee and the convening of the model directors together with the project director. Many significant efforts of review and technical assistance had to be completed through the mails or via telephone which caused delays and created other problems usually associated with such long-range communication. The reduction of travel costs created a major hurdle for Project RETOOL.

The constraints placed upon each of the models due to the funding reductions were addressed by them in their respective chapters. Most fail to convey, however, the considerable amount of time expended to negotiate the modifications required in order for them to operate a model within a reduced scope. All budgets submitted by the subcontractors were reviewed and approved by the advisory committee. In some cases, conditions were applied which were left to resolution and negotiation by the project director with a given subcontractor. This process frequently produced delays for the model operators because of the time required to process the paperwork.

One cost-related outcome of Project RETOOL was the contribution each of the models made from their own resources. During the second year of operation, it was estimated that the various models contributed an amount in-kind equal to the funds received by the project from the Bureau of Education for the Handicapped. Many of the models contributed space, secretarial services, supplies, and even faculty time, at no cost to the project. These contributions enabled the project to better realize its various goals and objectives in spite of a reduced budget. Too, it reflects positively the commitment by the various subcontractors to Project RETOOL and its goals.

All in all, the cost-efficiency of Project RETOOL was indeed spectacular. When one reviews the accomplishments in terms of dollars expended, it becomes readily apparent that the multiplier effect for each dollar expended by the funding agency was significant. Few projects have accomplished more for less.

Dissemination for Project RETOOL consisted primarily of presentations at major conferences and conventions dealing with special education. The project presented at each of The Council of Exceptional Children conventions held during its operational tenure. In addition, the project director and the directors of the various models participated in other state and regional meetings to the extent that budget and time constraints would allow. Several had articles placed in journals regarding their respective models and the RETOOL concept.

The present document and a number of articles will further present the project to teacher educators in both regular and special education. In addition, each model director will respond to inquiries regarding his/her particular training sequence as long as there is a demand.

A highly valued tangential outcome of RETOOL in those states which operated models was the opportunity to discuss with colleagues issues of mutual concern. RETOOL facilitated bringing people together who seldom have the opportunity due to schedules, priorities, and costs. The opportunity to enter into informal discussions both related to or unrelated to the focus of a given meeting was highly appreciated by every participant. In fact, there is reason to believe that periodic meetings devoted to informal discussion, and no agendas, might prove to be very valuable as an in-service delivery model. The worth of an idea shared, or a similar problem solved, is immeasurable.

Retrospectively, however, Project RETOOL's greatest achievement was its surfacing of the need for continuing education by the practicing teacher educator in special education. The findings of the needs assessment alone and their implication for the field of special education alone warrant the funds expended for the project. The implications alluded to are very real and must be addressed if special education is truly concerned about the quality of personnel preparation. It is indeed incongruous to expect a field to produce qualitative differences in children without providing teaching personnel of the highest quality. The latter cannot be realized without quality teacher educators. And the quality of a teacher educator is predicated on more than the mere acquisition and possession of an advanced or terminal graduate degree. Indeed, it is much, more more as Project RETOOL clearly indicated.

A quality teacher educator never ceases to improve his/her training skills and knowledge base; and, equally as true, no qualitatively oriented discipline ever ceases to promote and provide the teacher educator opportunities for improvement and enrichment. Unless the latter occurs, a serious "teaching gap" between what the teacher educator provides (knows) and that which he/she could provide (should know) results. This "teaching gap" in its present state makes the so-called "generation gap" look miniscule in proportion. The hot debate now focusing upon teacher competency may very well be traced to its source--the competency of the teacher educator. Given the results of the RETOOL needs assessment, there is considerably more truth than fiction in the latter supposition.

Project RETOOL represents a start in the direction of improving and maintaining the competency of the practicing teacher educator in special education. The models it developed and implemented provide a solid base upon which to evolve a significant and continuing thrust in the provision of continuing education to teacher educators. State education agencies and other groups responsible for the evolution of staff development programs under Sec. 613(a)(3), and 614(a)(1)(c)(i) of P.L. 94-142 (1975) might well consider the application of these models to their respective states and agencies. No staff development effort can be fully successful which fails to include the teacher educator as a significant recipient and active participant. Staff development must be viewed as an inclusive process, an inclusivity which considers the needs of the teacher educator in equal proportion to those of the classroom teacher. The ultimate recipient of this effort will be the handicapped children special education seeks to serve.

REFERENCES

United States Congress. Public Law 94-142. Washington, D.C.: U.S. Government Printing Office, 1975.